

**California State University, Long Beach**  
**College of Education**  
**Department of Teacher Education**

**Pathway for Program Completion and Course Sequence  
for Bilingual Authorization**

**Program Leadership**

Two faculty with extensive experience in both teacher education and bilingual education comprise a joint leadership team:

Bilingual Coordinator Spanish-English Pathway: Olga G. Rubio, Ph.D.

Bilingual Coordinator Asian Languages-English Pathway (Mandarin, Korean and Vietnamese): Fay Shin, Ph.D.

The following faculty serve as advisors, instructors and supervisors: Olga Rubio, Ph.D., professor; Fay Shin, Ph.D., professor; Trini Lewis, Ph.D., associate professor; Ping Liu, Ph.D. professor; Jose Moreno, Ph.D., associate professor; Huong Nguyen, Ph.D., professor; Shelly Xu, Ph.D., professor; Xin Li, Ph.D., professor; Suzie Oh, Ph.D., lecturer

These faculty have many years of experience in the area of teacher preparation and bilingual instruction, especially in regard to biliteracy, language, culture, and second language acquisition. In addition, faculty participate and present regularly in professional associations .

**Collaboration with Local School Districts**

CSU Long Beach graduates have long instituted, administered, and staffed bilingual transition, immersion, waiver, and primary language support programs in local school districts. Patrick Henry and Colin Powell public and New City charter schools in Long Beach, Niemes in the ABC district, schools in Lennox, Norwalk, Downey, Anaheim, Santa Ana, Westminster, Garden Grove, Alhambra Orange County and Los Angeles are among local exemplary programs staffed by CSULB graduates that offer English language development and also recognize and support first and second language skills and family/community resources.

CSU Long Beach has teacher preparation cooperative agreements with over 40 school districts in Los Angeles and Orange counties. These partnerships and agreements include schools and districts with Spanish, Korean, Mandarin and Vietnamese bilingual programs. The college has developed protocols and processes for these partnering districts and is part of a regional network of university-school partners. The program leadership works closely with the Multiple Subject Credential Student Teaching Office to identify school sites and master teachers in area school districts for our bilingual authorization candidates.

In addition to collaboration with schools through the preparation of student teachers and interns, faculty participate in local and state-wide committees and programs focused on equity and excellence for bilingual learners. CSULB faculty provide additional support to educators and community members through course work, guest speakers, conferences and workshops.

Looking at collaboration more broadly, the College of Education continues to work with post-secondary international institutions, language centers, universities and pedagogical colleges, notably in Mexico (Instituto Tecnológico de Estudios Superiores de Monterrey, Universidad Autónoma de Guadalajara Universidad Pedagógica Nacional, Kukulán); China (Nanjing U., Qingdao U. Beijing L & C U.); Korea (Pusan National University of Education); and institutions in Vietnam and India.

## **Standard 1: Program Design**

CSU Long Beach has two primary pathways to obtaining the Multiple Subject teaching credential. In the Integrated Teacher Education Program (ITEP), undergraduates combine a content major in Liberal Studies with professional education preparation. They graduate with a BA degree in Liberal Studies and a Multiple Subject Teaching Credential. In the Multiple Subject Credential Program (MSCP), post baccalaureate candidates complete professional preparation for the Multiple Subject teaching credential.

The Bilingual Authorization is coordinated with and builds on the requirements of the primary teacher preparation pathways. Bilingual Authorization applicants are assessed for program entry on the same criteria as applicants for the Multiple Subject Program, with the addition of a demonstration of fluency in the target language. Candidates take the same professional preparation courses, engage in the same program experiences, and are evaluated on the same set of assessments as do Multiple Subject program candidates, with the added expectation of performing, when required, in the target language. In addition, Bilingual Authorization candidates take courses in the culture of the target language and in bilingual teaching methodology. For the culminating practicum experience, they do one of their student teaching assignments in a bilingual setting in the target language under the supervision of a bilingual classroom teacher and a bilingual university supervisor.

In addition, Bilingual Authorization candidates are required to pass CSET LOTE Subtest III (assessment of language and communication skills in the target language) to demonstrate fluency in the target language.

Table 1-1 and Table 1-2 display the two primary pathways to the Multiple Subject teaching credential with Bilingual Authorization.

**Table 1-1**  
**Integrated Teacher Education Program with Bilingual Authorization**

Phase I: PREREQUISITES			
EDEL 100: Introduction to Teaching and Learning in Diverse Contemporary Classrooms (1)			
EDEL 200: Introduction to the Teaching Profession (3)			
Phase II: CORE COURSES			
EDP 301: Child Development & Learning (3)			
EDP 355: Collaborative Models of Inclusive Education in a Diverse Society (3)			
EDEL 300: Equity and Justice in Diverse Schools (3)			
Phase III: PEDAGOGY COURSES			
EDEL 442: Teaching and Learning Language Arts, K-8 (RICA) (3)			
EDEL 452: Teaching and Learning Reading, K-8 (RICA) (3)			
EDEL 462: Teaching and Learning Mathematics, K-8 (3)			
EDEL 472: Teaching and Learning History-Social Science, K-8 (3)			
EDEL 475: Teaching and Learning Science, K-8 (3)			
Phase IV: STUDENT TEACHING			
EDEL 482B: Student Teaching in Bilingual Classrooms (8)			
ADDITIONAL REQUIREMENTS FOR BILINGUAL AUTHORIZATION			
Spanish BILA	Chinese BILA	Korean BILA	Vietnamese BILA
EDEL 453S Methodology for Spanish Language Instruction	EDEL 453M Methodology for Mandarin Language Instruction	EDEL 453K Methodology for Korean Language Instruction	EDEL 453V Methodology for Vietnamese Language Instruction
CHLS 340 Latino Education in the U.S.	EDEL 455C Teaching the Chinese Bicultural Student	EDEL 455K Teaching the Korean Bicultural Student	EDEL 455V Teaching the Vietnamese bicultural Student
EDEL 482B Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)	EDEL 482B Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)	EDEL 482B Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)	EDEL 482B Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)

**Table 1-2****Post-Baccalaureate Multiple Subject Credential Program with Bilingual Authorization**

Phase I: PREREQUISITES			
EDEL 380: Teaching & Learning in a Democratic Society (3)			
EDSP 303: Preparing to Teach Special Populations in the General Education Classroom (1)			
Phase II: CORE COURSES			
EDEL 413: Developmentally Appropriate Teaching Practices (2)			
EDEL/EDP/LING 431: Cultural and Linguistic Diversity in Schools (3)			
Phase III: PEDAGOGY COURSES			
EDEL 442: Teaching and Learning Language Arts, K-8 (RICA) (3)			
EDEL 452: Teaching and Learning Reading, K-8 (RICA) (3)			
EDEL 462: Teaching and Learning Mathematics, K-8 (3)			
EDEL 472: Teaching and Learning History-Social Science in Diverse Classrooms, K-8 (3)			
EDEL 475: Teaching and Learning Science, K-8 (3)			
Phase IV: STUDENT TEACHING			
EDEL 482: Student Teaching (16)			
ADDITIONAL REQUIREMENTS FOR BILINGUAL AUTHORIZATION			
Spanish BILA	Mandarin BILA	Korean BILA	Vietnamese BILA
EDEL 453S Methodology for Spanish Language Instruction	EDEL 453M Methodology for Mandarin Language Instruction	EDEL 453M Methodology for Korean Language Instruction	EDEL 453M Methodology for Vietnamese Language Instruction
CHLS 340 Latino Education in the U.S.	EDEL 455C Teaching the Chinese Bicultural Student	EDEL 455K Teaching the Korean Bicultural Student	EDEL 455V Teaching the Vietnamese bicultural Student
EDEL 482B Student Teaching in Diverse Classrooms (8 Units in a Bilingual Setting +8 in Diverse Settings)	EDEL 482B Student Teaching in Diverse Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)	EDEL 482B Student Teaching in Diverse Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)	EDEL 482B Student Teaching in Diverse Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings)

Candidates may waive the Bilingual Authorization courses, except for student teaching, by passing CSET: LOTE Subtests IV and V. Table 4 displays the alignment of CSET subtests, content in the subtests, and course that may be waived by examination.

**Table 1-3**

**CSET: LOTE Examination Subtest Domains and Bilingual Authorization Course Equivalency**

Subtest	Domain	Knowledge, Skills & Abilities	Course
Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment	1. Bilingual Education and Bilingualism 2. Intercultural Communication 3. Instruction and Assessment	Foundations of Bilingual Education Bilingualism and Biliteracy Intercultural Communication and Culturally inclusive Instruction School, Home and Community Language and Literacy Instruction and Assessment in Bilingual Education Settings Content Instruction and Assessment in Bilingual Education Settings Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings	EDEL 453S or EDEL 453M or EDEL 453K or EDEL 453V
Subtest V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts	1. Geographic and Historical Contexts 2. Sociopolitical and Sociocultural Contexts	The geographic and demographic contexts The historical context The Sociopolitical context Crosscultural, intercultural and intracultural contexts	CHLS 340 EDEL 455C or EDEL 455K or EDEL 455 V or

**Post-Credential Option for Returning Students**

The Bilingual Authorization is designed primarily for candidates earning their Multiple Subject credential. However, there are inservice teachers who may wish to add a Bilingual Authorization to their existing Preliminary or Clear Multiple Subject, Single Subject, or Education Specialist teaching credential. Candidates for a post-credential option may be recommended for this additional authorization by meeting the Post-Credential Bilingual Authorization requirements displayed in Table 1-4.

**Table 1-4**

**Post-Credential Bilingual Authorization Requirements**

Prerequisite: Possess a valid SB 2042 teaching credential OR a valid Ryan teaching credential with CLAD authorization OR equivalent.			
Spanish Authorization	Mandarin Authorization	Korean Authorization	Vietnamese Authorization
EDEL 453S Methodology for Spanish Language Instruction (including 20 hours of fieldwork in a bilingual K-8 setting)	EDEL 453M Methodology for Mandarin Language Instruction (including 20 hours of fieldwork in a bilingual K-8 setting)	EDEL 453K Methodology for Korean Language Instruction (including 20 hours of fieldwork in a bilingual K-8 setting)	EDEL 453V Methodology for Vietnamese Language Instruction (including 20 hours of fieldwork in a bilingual K-8 setting)
CHLS 340 Latino Education in the U.S. OR Pass CSET LOTE Subtest V	EDEL 455C Teaching the Chinese Bicultural Student OR Pass CSET LOTE Subtest V	EDEL 455K Teaching the Korean Bicultural Student OR Pass CSET LOTE Subtest V	EDEL 455V Teaching the Vietnamese Bicultural Student OR Pass CSET LOTE Subtest V
Pass CSET LOTE Subtest III Language and Communication-Spanish	Pass CSET LOTE Subtest III Language and Communication – Chinese	Pass CSET LOTE Subtest III Language and Communication – Korean	Pass CSET LOTE Subtest III Language and Communication – Vietnamese

*Prior to recommending 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.*

Teacher candidates at CSULB currently enroll in one of two CTC-approved pathways to complete their 2042 multiple subject credential:

1. The undergraduate (integrated) pathway; or
2. The post-baccalaureate (traditional) pathway

### **Assessment Guidelines**

Bilingual teacher candidates are assessed in the following ways:

1. Individual coursework progress (including signature assignments and other course assignments) by professors of the course;
2. Overall progress and assessment of the program by the Program coordinator and the MSCP Advisors and Coordinators;
3. State Required Performance Assessments; and
4. Language Competence Tests

## **Standard 2: Preparing Candidates toward Mastery of the Bilingual Teacher Performance Expectations (BTPEs)**

### **Program Benchmarks and Assessments**

The Bilingual MSCP Advisors and Coordinators are comprised of the Spanish Language Bilingual Program Coordinator, Asian Languages Bilingual Program Coordinator, Student Teaching Program Coordinator and Advisors, College of Education Assessment Office Coordinator, and Credential Office Advisors. The committees meet three times a year (as designated by the Program Benchmarks). These benchmarks identify the program requirements, sequences and benchmark assessments for bilingual candidates in the two pathways: Program benchmarks in the 2042 Multiple Subject Preliminary Program and Bilingual Authorization credential (Spanish, Mandarin, Korean, or Vietnamese) undergraduate integrated and graduate traditional candidates.

The Bilingual Program Advisors and Coordinators meetings represent formative assessment of bilingual candidates. During the meetings, members of the committee review the documentation of individual bilingual candidates' progress, including grades, performance in fieldwork requirements, appropriate state-required credential tests, and state required Teaching Performance Assessments and the Bilingual Teaching Performance Expectations (BTPE)

When students apply for the bilingual authorization credential, a summative assessment of bilingual candidates performance is required. The candidates complete the appropriate practicum experience (student teaching in a bilingual classroom) and complete an interview with the Bilingual Program Coordinator.

### **Assessment of Bilingual Candidates toward mastery of the BTPEs**

California State University, Long Beach College of Education has adopted Taskstream to administer signature assignments and Teaching Performance Assessments in the Multiple Subject and Single Subject programs. Accordingly, the Bilingual Authorization courses include a variety of measures to assess candidates' performance and knowledge, skills and abilities. The signature assignments for the Bilingual Authorization courses are identified in Table 2-1.

Credential candidates participate in a variety of academic tasks in addition to the signature assignments for the Bilingual Authorization Spanish, Mandarin, Korean and Vietnamese courses. These tasks include: oral presentations in the target language, lesson planning for English language and target language classrooms, ethnographic study, action research projects, reflective journals, assessment of language and literacy for the bilingual learners. These tasks are in the following courses in Table 2-1:

**Table 2-1**  
**Signature Assignments in Spanish, Mandarin, Korean and Vietnamese Bilingual Authorization Courses**

Course	Signature Assignment
EDEL 431: Cultural and Linguistic Diversity in the Schools	ELD Project
EDEL 455C: Teaching the Chinese Bicultural Student	Case Study
EDEL 455K: Teaching the Korean Bicultural Student	Case Study
EDEL 455V: Teaching the Vietnamese Bicultural Student	Case Study
CHLS 340: Latino Education in the U.S.	Case Study or Research Project
EDEL 453S: Methodology for Spanish Language Instruction	Spanish Integrated Thematic Unit
EDEL 453M: Methodology for Mandarin Language Instruction	Mandarin Integrated Thematic Unit
EDEL 453K: Methodology for Korean Language Instruction	Korean Integrated Thematic Unit
EDEL 453V: Methodology for Vietnamese Language Vietnamese	Vietnamese Integrated Thematic Unit
EDEL 482B: Student Teaching in Diverse Classrooms (practicum)	Teaching Performance Assessment 3 & 4

Bilingual faculty and fieldwork supervisors provide on-going assessments throughout their courses. The candidates are guided and mentored on their performance in bilingual instruction using both formal and informal assessment processes. Assessment practices include observations, journal reflections, signature assignments and state required Teaching Performance Assessments 3 and 4 and the BTPEs. The CSULB College of Education uses S4 to document, analyze, manage and archive outcomes assessment and accountability to track student progress. Signature assignments in each course are implemented to ensure continuity and consistency throughout the program. Students submit signature assignments on S4.

All candidates' academic development and progress toward completion of their credential are monitored by the credential office and Bilingual Coordinator. Candidates are required to maintain a minimum semester and cumulative GPA of 3.0 during their course of study.

California State University, Long Beach will have several benchmarks before, during and at the end of the candidates' program to assess their satisfactory progress and completion of the program for certification.

### **Bilingual Authorization Program Benchmarks**

The following are the benchmarks for candidates for the Bilingual Authorization:

1. Admission to the program
2. Mid year review (students must meet with the advisor before their student teaching application is submitted – during the second semester of the program)
3. Comprehensive assessment/ student teaching portfolio and/or exit interview.

CalTPAs 1 and 2 during their Student Teaching seminar and practicum (EDEL 482B) are submitted online through Taskstream. These assessment tools and a professional development portfolio serve as a comprehensive assessment system for all Bilingual Authorization candidates.



## Standard 3 Field Experience

### Standard 3: Field Experience

The program's design of coursework and field experiences for Bilingual Authorization candidates demonstrate (a) valuing the linguistic and cultural assets brought by students to the content and practice of bilingual education and classroom observations and tasks. The program ensures that all Credential candidates gain knowledge and experience, through required pedagogy courses and fieldwork in bilingual LEA settings, about the types of bilingual programs being offered to Transitional Kindergarten (TK)-12 students (e.g., one-way immersion, dual immersion, developmental), so that candidates are prepared to be effective in their field placements.

The program demonstrates initial and ongoing collaboration with LEAs that serve as sites for field experiences, so candidates have opportunities to apply concepts and knowledge as described in the BTPEs. The BILA programs provide candidates with opportunities to apply bilingual pedagogies in practice in a bilingual setting through a bilingual system of support that includes linguistic proficiency, cultural responsiveness, and pedagogical competence. The method and culture courses provide candidates with guidance and assistance by qualified and trained bilingual mentors to guide improvements in practice. The program provides candidates with experiences that are integrated into coursework and are aligned with the BTPEs.

#### **Post Credential and Concurrent credential candidates:**

Concurrent and Post Credential Fieldwork REQUIREMENTS FOR BILINGUAL AUTHORIZATION			
Spanish BILA	Chinese BILA	Korean BILA	Vietnamese BILA
EDEL 453S Methodology for Spanish Language Instruction (20 hours)	EDEL 453M Methodology for Mandarin Language Instruction (20 hours)	EDEL 453K Methodology for Korean Language Instruction (20 hours)	EDEL 453V Methodology for Vietnamese Language Instruction (20 hours)

For concurrent and post credential candidates, field experiences must consist of a minimum of 20 hours of field experience throughout the bilingual authorization program. (Link to course syllabi fieldwork sections). Students are required to complete 20 hours of fieldwork for the required course for the Bilingual Authorization (Spanish EDEL 453S, Korean, Vietnamese or Chinese EDEL 453 K/V/M)

Students will be required to observe a bilingual classroom, develop and teach lessons in the target language, and assess language proficiency. Students will also be required to write a case study or research paper based on their fieldwork.

1. Students must provide evidence of completing a minimum of 20 hours of field experience in a classroom where Spanish/Mandarin/Korean/Vietnamese are taught. Students will be placed in TK-6 bilingual classrooms provided by the instructor.

### **Concurrent credential candidates:**

Concurrent credential candidates are required to complete 120 hours of field experience in a bilingual classroom during their student teaching (EDEL 482B- Student Teaching in a Bilingual Classroom). Students must complete two sections of EDEL 482B(total 16 units) EDEL 482B (8 units of 16 units), concurrently or consecutively, to meet student teaching requirements. EDEL 482B student teaching for an 8-week assignment in a bilingual classroom in public schools.

EDEL 482B -Spanish Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings) (Minimum 120 hours)	EDEL 482B -Mandarin Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings (Minimum 120 hours)	EDEL 482B -Korean Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings (Minimum 120 hours)	EDEL 482B - Vietnamese Student Teaching in Bilingual Classrooms (8 Units in a Bilingual Setting + 8 Units in Diverse Settings (Minimum 120 hours)
--	--	--	---

#### **1. Student Teaching Course Assignment Requirements:**

- a. Written lesson plans in target language
- b. Weekly observations
- c. Post lesson conferences and self reflections
- d. Seminars and professional development

#### **2. Placement Requirements**

- 1) Student teachers will be placed in school districts that have an established partnership with CSULB Teacher Preparation Programs, and bilingual/dual language schools.
- 2) The selection of fieldwork sites is based on the effectiveness of observed teaching and learning, and at sites where the state-adopted academic core curriculum is effectively implemented
- 3) Student teachers are placed with master teachers whose instructional approaches and methods are consistent with a comprehensive, systematic program and who collaborates with the CSULB university supervisor and others in the program. Master teachers must be recommended by their school district and site administrator and must demonstrate the following:
  - knowledge of state-adopted content standards
  - effective in collaborating and communicating with other teachers
  - hold appropriate teaching credential(s)
  - effective in supervising credential candidates
  - knowledge of current educational theory and practice and the developmental stages of the learning-to-teach continuum
  - sponsor expectations for supervising teachers and the state-adopted academic content standards and frameworks
  - promote reflective practice

#### **Standard 4: Monitoring, Supporting and Assessing Candidate Progress towards Meeting Program Requirements**

*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.*

This matrix identifies the degree of coverage of the content in this standard by key terms and BTPEs. The key components for this standard are described in this section.

**Course Alignment Matrix for Multiple Subject and Bilingual Authorization**

(Key: I=Introduction, P= Practice, A= Assessment)

<b>Bilingual Teaching Performance Expectations (BTPE)</b>	EDEL 453 S EDEL 453M EDEL 453K EDEL 453V	EDEL 455C EDEL 455K ASAM 333 CHLS 3430
1.1 Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.	P	P
1.2 Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.	P	I
1.3 Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.		P/A
1.4 Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.	P	P/A
1.5 Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.	P	A
1.6 Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.	P	A
1.7 Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.	P/A	
2.1 Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.	P	P/A

<b>Bilingual Teaching Performance Expectations (BTPE)</b>	EDEL 453 S EDEL 453M EDEL 453K EDEL 453V	EDEL 455C EDEL 455K ASAM 333 CHLS 3430
2.2 . Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.	P/A	P
2.3 Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners’ assets and needs.	P	A
2.4 Promote students’ social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.	P/A	
2.5 Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.	P/A	P
2.6 Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.	P/A	P
2.7 Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.	P	P/A
3.1 Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.	P/A	
3.2 Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.	P	
3.3 Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students’ literacy and content knowledge in two languages.	P/A	

<b>Bilingual Teaching Performance Expectations (BTPE)</b>	EDEL 453 S EDEL 453M EDEL 453K EDEL 453V	EDEL 455C EDEL 455K ASAM 333 CHLS 3430
3.4 Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.	P/A	P
3.5 Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards	P/A	P
4.1 Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.	P/A	P/A
4.2 Apply knowledge of research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.	A	
4.3 Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.	P	P
4.4 Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.	P/A	P
5.1 Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.	P/A	P

<b>Bilingual Teaching Performance Expectations (BTPE)</b>	EDEL 453 S EDEL 453M EDEL 453K EDEL 453V	EDEL 455C EDEL 455K ASAM 333 CHLS 3430
5.2 Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.	P/A	P/A
5.3 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.	P/A	P
5.4 Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.	P/A	P
6.1 Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.	P	P/A
6.2 Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.	P/A	P/A
6.3 Demonstrate awareness of organizations committed to the advancement of bilingual education.	P/A	P/A
6.4 Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.	P	P
6.5 Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.	P	P/A

<b>Bilingual Teaching Performance Expectations (BTPE)</b>	EDEL 453 S EDEL 453M EDEL 453K EDEL 453V	EDEL 455C EDEL 455K ASAM 333 CHLS 3430
6.6 Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.	P	P/A
6.7 Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.	P/A	P



## **Standard 5**

### **Assessment of Candidate Competence**

#### **Assessment Guidelines**

Bilingual teacher candidates are assessed in the following ways:

5. Individual coursework progress (including signature assignments and other course assignments) by professors of the course;
6. Overall progress and assessment of the program by the Program coordinator and the MSCP Advisors and Coordinators;
7. State Required Performance Assessments; and
8. Language Competence Tests

#### **Program Benchmarks and Assessments**

The Bilingual MSCP Advisors and Coordinators are comprised of the Spanish Language Bilingual Program Coordinator, Asian Languages Bilingual Program Coordinator, Student Teaching Program Coordinator and Advisors, College of Education Assessment Office Coordinator, and Credential Office Advisors (See Appendix). These appendices identify the program requirements, sequences and benchmark assessments for bilingual candidates in the two pathways: Program benchmarks in the 2042 Multiple Subject Preliminary Program and Bilingual Authorization credential (Spanish, Mandarin, Korean, or Vietnamese) undergraduate integrated and graduate traditional candidates.

The Bilingual Program Advisors and Coordinators meetings represent formative assessment of bilingual candidates. During the meetings, members of the committee review the documentation of individual bilingual candidates' progress, including grades, performance in fieldwork requirements, appropriate state-required credential tests, and state required Teaching Performance Assessments 1 and 2.

When students apply for the bilingual authorization credential, a summative assessment of bilingual candidates performance is required. The candidates complete the appropriate practicum experience (student teaching in a bilingual classroom) and complete an interview with the Bilingual Program Coordinator.

#### **Assessment of Bilingual Candidates Knowledge, Skills and Abilities in Coursework**

California State University, Long Beach College of Education has adopted Taskstream to administer signature assignments and Teaching Performance Assessments 1 and 2 in the Multiple Subject and Single Subject programs. Accordingly, the Bilingual Authorization courses include a variety of measures to assess candidates' performance and knowledge, skills and abilities. The signature assignments for the Bilingual Authorization courses are identified in Table 5-1.

Credential candidates participate in a variety of academic tasks in addition to the signature assignments for the Bilingual Authorization Spanish, Mandarin, Korean and Vietnamese courses. These tasks include: oral presentations in the target language, lesson planning for English language and target language classrooms, ethnographic study, action research projects, reflective journals, assessment of language and literacy for the bilingual learners. These tasks are in the following courses in Table 5-1:

**Table 5-1**  
**Signature Assignments in Spanish, Mandarin, Korean and Vietnamese Bilingual Authorization Courses**

Course	Signature Assignment
EDEL 431: Cultural and Linguistic Diversity in the Schools	ELD Project
EDEL 455C: Teaching the Chinese Bicultural Student	Case Study
EDEL 455K: Teaching the Korean Bicultural Student	Case Study
EDEL 455V: Teaching the Vietnamese Bicultural Student	Case Study
CHLS 340: Latino Education in the U.S.	Case Study or Research Project
EDEL 453S: Methodology for Spanish Language Instruction	Spanish Integrated Thematic Unit
EDEL 453M: Methodology for Mandarin Language Instruction	Mandarin Integrated Thematic Unit
EDEL 453K: Methodology for Korean Language Instruction	Korean Integrated Thematic Unit
EDEL 453V: Methodology for Vietnamese Language Vietnamese	Vietnamese Integrated Thematic Unit
EDEL 482B: Student Teaching in Diverse Classrooms (practicum)	Teaching Performance Assessment 3 & 4

Bilingual faculty and fieldwork supervisors provide on-going assessments throughout their courses. The candidates are guided and mentored on their performance in bilingual instruction using both formal and informal assessment processes. Assessment practices include observations, journal reflections, signature assignments and state required Teaching Performance Assessments 1 and 2. The CSULB College of Education uses S4 to document, analyze, manage and archive outcomes assessment and accountability to track student progress. Signature assignments in each course are implemented to ensure continuity and consistency throughout the program. Students submit signature assignments on S4.

All candidates' academic development and progress toward completion of their credential are monitored by the credential office and Bilingual Coordinator. Candidates are required to maintain a minimum semester and cumulative GPA of 3.0 during their course of study.

California State University, Long Beach will have several benchmarks before, during and at the end of the candidates' program to assess their satisfactory progress and completion of the program for certification.

### **Bilingual Authorization Program Benchmarks**

The following are the benchmarks for candidates for the Bilingual Authorization:

4. Admission to the program
5. Mid year review (students must meet with the advisor before their student teaching application is submitted – during the second semester of the program)
6. Comprehensive assessment/ student teaching portfolio and/or exit interview.

CalTPAs 1 and 2 during their Student Teaching seminar and practicum (EDEL 482B) are submitted online through Taskstream. These assessment tools and a professional development portfolio serve as a comprehensive assessment system for all Bilingual Authorization candidates (Appendix C)

*The institution must verify, 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. The program creates clear guidelines by which the candidate will be assessed.*

Candidate language skills are assessed at admission, during, and upon completion of the program (see Appendix B for Bilingual Program Benchmarks and Assessments).

Candidate interviews are part of the Multiple Subject Credential Program application process. Bilingual Authorization candidates are interviewed by either the Bilingual Coordinator or a bilingual faculty member before they are admitted into the program. During the interview process, conversational skills are assessed and students are required to submit: (1) an essay written in the target language (Spanish, Chinese, Korean, or Vietnamese) and (2) a reading comprehension sample test from the CSET: LOTE (Languages Other Than English) Subtest III language examination. The essay is reviewed and evaluated by bilingual faculty in the respective languages. The essay is evaluated using a rubric (See Appendix B) based on the CSET LOTE Writing Exam.

Spanish, Chinese, Korean and Vietnamese candidates are required to meet a minimum requirement by the following:

- Major/minor in the target language (verified by transcript)
- CSET LOTE (Languages Other Than English) Subtest III examination in the target language
- Completion of high school or college in a country of origin (verified by transcript)
- Writing sample (essay stating why they want to be a teacher written in language of emphasis)

Upon completion of the credential, listening, speaking, reading and writing in the language of emphasis are demonstrated by passing the CSET LOTE Subtest III (target language proficiency assessment) or the completion of an undergraduate major or minor in the target language. In addition, completion of a high school or college degree in the country of origin are accepted as a minimum requirement and their transcripts are required for verification.

During the program, candidates are assessed in EDEL 453S (Methodology for Spanish Language Instruction), EDEL 453M (Methodology for Mandarin Language Instruction), EDEL 453K (Methodology in Korean Language Instruction), EDEL 453V (Methodology for Vietnamese Language Instruction), and EDEL 482B (Student Teaching in Diverse Classrooms). In all of these courses, students are required to participate in discussions in the language of emphasis (Spanish, Mandarin, Korean and Vietnamese). They are also required to complete reading assignments (children's literature and selected readings in the language of emphasis) and they are required to produce written work in the language of emphasis (i. e., lesson plans and essays). See course syllabi in Appendix D.

Bilingual candidates use the target languages (and English) during their Student Teaching experience (EDEL 482B). They are required to design and deliver literacy and content-area instruction in a bilingual classroom setting. The program has developed a collaborative relationship with several schools and districts in the Los Angeles area with successful bilingual programs. For example, schools in the Long Beach Unified School District, Los Angeles Unified School District, Garden Grove School District, ABC Unified School District, Alhambra Unified School District and Torrance Unified School District currently implement successful Spanish, Chinese, Korean and Vietnamese Bilingual Programs. Bilingual supervisors and master teachers provide support for candidates during their Student Teaching (refer to Appendix C for assessments and documentation).