

Institution Name: California State University, Long Beach

Program Coordinator Name: Olga Rubio

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Bilingual Authorization Program Standards Course Matrix

In the matrix below denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. **Note: The course titles are listed in a separate table below due to their length.**

Table of Course Names

Course Number	Course Title
EDEL 453M	Methodology for Mandarin and English Language Instruction in a Bilingual Setting
EDEL 453S	Methodology for Spanish and English Language
EDEL 482B	Student Teaching in Bilingual Classrooms
CHLS 340	Latino Education in the U.S.

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Standard	BILA Candidate Competencies	EDEL 453M	EDEL 453S	EDEL 482B	CHLS 340
3.1	Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	<u>I</u>
3.2	Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	<u>I</u>
3.3	Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	<u>I</u>
3.4	Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	
3.5	Candidates demonstrate 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.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	
3.6	Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	
3.7	Candidates demonstrate an understanding of the family as a primary language and cultural resource.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	<u>P</u>
3.8	Candidates demonstrate an understanding that students' motivation, participation and achievements are influenced by an intercultural classroom climate and school community.	<u>P/A</u>	<u>P/A</u>	<u>P</u>	<u>P</u>
4.1	Candidates demonstrate an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	
4.2	Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.	<u>P/A</u>	<u>A</u>	<u>A</u>	
4.3	Candidates demonstrate preparedness to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.	<u>P/A</u>	<u>A</u>	<u>A</u>	

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Standard	BILA Candidate Competencies	EDEL 453M	EDEL 453S	EDEL 482B	CHLS 340
4.4	Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices.	<u>P/A</u>	<u>A</u>	<u>A</u>	<u>P</u>
4.5	Candidates demonstrate an understanding of intercultural communication and interaction that is linguistically and culturally responsive.	<u>P/A</u>	<u>A</u>	<u>A</u>	<u>A</u>
4.6	Candidates demonstrate an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.	<u>P/A</u>	<u>A</u>	<u>A</u>	
4.7	Candidates 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.	<u>P/A</u>	<u>A</u>	<u>A</u>	
5.1	Candidates demonstrate knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.			<u>P</u>	<u>A</u>
5.2	Candidates demonstrate an understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.			<u>A</u>	<u>A</u>
5.3	Candidates demonstrate knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.			<u>P</u>	<u>A</u>
5.4	Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration, and settlement in the United States.			<u>P/A</u>	<u>A</u>
6.1	Candidates have attained, in listening, speaking, reading, and writing a language` proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE language examination.	<u>P/A</u>	<u>P/A</u>	<u>P/A</u>	