

STANDARD 1

Program Design

The professional teacher preparation program and its prerequisites include a purposeful, 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. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Bilingual Professional Preparation Program Goals and Mission

CSU, Chico's Bilingual Professional Preparation Program (BPPP) is committed to preparing candidates to be effective teachers for all of California's students. The BPPP prepares candidates to view linguistic and cultural diversity as a societal enrichment that, ultimately, benefits the total human experience (Banks, 2000). Four major goals guide the BPPP to:

1. prepare candidates to work with students from a variety of changing cultural, socioeconomic, and linguistic backgrounds;
2. develop candidates who reflect on their own practice and make informed decisions which provide direction for student learning within environments that are accepting, supporting, and encouraging;
3. facilitate candidates' ability to make the connection between theory and practice;
4. provide opportunities for candidates to learn to teach the content of state adopted English Language Development (ELD) or English Language Arts (ELA) and the K-12 academic content standards to all students, using state adopted instructional materials and implementing a wide variety of instructional and assessment strategies, and the use of technology.

BPPP faculty strives to prepare professionals who will be ready to serve the diverse population of learners in California. Our philosophy is based upon a global perspective that celebrates human diversity. These beliefs enable individuals to become teachers who are knowledgeable, reflective, and skillful, who value lifelong learning, and who will be agents of change to ensure that schools are places where California's future is shaped.

Program Design

Candidates in the BPPP come from a variety of majors. The majority of the candidates are Liberal Studies majors, pursuing a multiple subject credential with BCLAD emphasis. Single subject candidates can be from Spanish, Social Science, English and Science. In addition to undergraduate coursework and professional program coursework and fieldwork, all Spanish/English bilingual candidates must take Spanish language and Latino culture examinations prior to program entry. These candidates have three opportunities to meet exit level criteria before being recommended for the Spanish/English BCLAD emphasis. Candidates who do not meet the exit criteria after three attempts and successfully complete all other professional program requirements are recommended for a basic 2042 preliminary credential.

Over the past seven years, the BPPP has included a few bilingual candidates in languages other than English/Spanish. These candidates participate in the same coursework and field experiences as the Spanish/English bilingual candidates, but are recommended for a basic preliminary credential. They add the language and culture specific BCLAD emphasis through state examinations. Therefore, these candidates must be bilingual in English and in one of the nine languages identified by California State Department of Education as languages of emphasis (Armenian, Cantonese, Filipino, Hmong, Khmer, Korean, Mandarin, Punjabi, Spanish, and Vietnamese).

Entry Requirements

Prior to program entry, applicants must have subject matter competency in an academic discipline. Each major department has clear criteria and procedures established. These criteria and procedures are communicated to undergraduate students through the University catalog, their major credential adviser, Major Clearance Form, and/or Subject Matter Competency Form.

To attain subject matter competency, multiple subject applicants must have: (a) BA in Liberal Studies with a minimum cumulative GPA of 2.67 or 2.75 in the last 60 units, and complete a Portfolio Review or (b) must have a Bachelor of Arts (BA) or Bachelor of Science (BS) degree in any discipline and pass the Multiple Subject Assessment Test (MSAT). In addition, all multiple subject applicants must have satisfactorily completed the professional prerequisites outlined in Table 1A.

Table 1A: Multiple Subject Professional Prerequisite Courses

	REQUIRED COURSES
CMST 11	Public Speaking
CSCI 10	Computer Literacy
ENGL 110*	Advanced Composition
ENGL 121	Principles of Language
HCSV 260*	Health Education for Elementary School Teachers
MATH 50A*	Concepts and Structures of Mathematics
MATH 50B*	Concepts and Structures of Mathematics
POLS 55/155*	American Government: National, State, Local
PSY 41/141*	Socio-Cultural Context of Psychological Development
PSY 202*	Survey of Child and Adolescent Psychology
PSY 214	Psychology of Teaching

* courses waived by the California Subject Examinations for Teachers (CSET)

To attain subject matter competency, bilingual single subject applicants must: (a) complete the teaching waiver requirements for a BA or BS in an academic discipline with the minimum cumulative GPA required by the specific department **or** (b) have a BA or BS in any discipline and pass the PRAXIS and SST or the new CSET (California Subject Evaluation of Teachers) in an academic discipline. In addition, all single subject applicants must have satisfactorily completed the professional prerequisites outlined in Table 1B.

Table 1B: Single Subject Professional Prerequisite Courses

	REQUIRED COURSES
CMST 11	Public Speaking
CSCI 10	Computer Literacy
ENGL 121	Principles of Language
HCSV 261*	Health Education for Secondary School Teachers
POLS 55/155*	American Government: National, State, Local

Spanish/English bilingual multiple and single subject applicants must also complete the Bilingual/Crosscultural Option. Table 1C identifies the required courses for this Option.

Table 1C: Bilingual/Crosscultural Option: Spanish/English

	REQUIRED COURSES
BLMC 219	Bilingual Teaching Competence: Language
SPAN 3	Third Semester Spanish
SPAN 4	Fourth Semester Spanish
SPAN 25	Reading and Conversation
SPAN 104A	Reading and Conversation
CHST 158	Chicanos in Contemporary Society
EDUC 102	Access and Equity in Education
HIST 35	Mexican Heritage in the United States
LAST 50 or SPAN 150	Introduction to Latin American Studies or Latin American Culture and Civilization
EDTE 289C	Practicum in Multilingual/Multicultural Classroom Settings
ENGL 232	Theory and Practice of Second Language Acquisition
SPED 143	Overview of Special Education

As of Fall 2003, multiple and single subject applicants who are bilingual in English and a language other than Spanish select two culture courses from the target culture or from multicultural and ethnic studies courses in addition to EDUC 102 [TAB 3]. These candidates are also required to take the same courses in the area of instructional practices as the Spanish/English bilingual candidates. Bilingual/crosscultural Option courses for these candidates are listed in Table 1D.

Table 1D: Bilingual/Crosscultural Option: Bilingual in English and a Language Other than Spanish

REQUIRED COURSES	
EDUC 102	Access and Equity in Education
2 courses	Target Culture and/or Muticultural and Ethnic Studies
EDTE 289C	Practicum in Multilingual/Multicultural Classroom Settings
ENGL 232	Theory and Practice of Second Language Acquisition
SPED 143	Overview of Special Education

In addition to Subject Matter Competency and prerequisite coursework, all applicants must take the California Basic Skills Test (CBEST). A passing score on the CBEST is required prior to being recommended for a credential. Applicants must also have: (a) a Certificate of Clearance confirming that they have not been convicted of a felony, and (b) be cleared of tuberculosis.

Bilingual Professional Preparation Program

The Bilingual Professional Preparation Program is organized into a two-semester plan consisting of professional education courses along with field experiences in the classroom. The Program vision, however, encompasses a unifying thread between the prerequisite Bilingual/Crosscultural Option coursework and the professional education coursework. The sequential and inter-related nature of the coursework facilitates synthesis of conceptual frameworks and offers opportunities to link theory and practice.

The BPPP is designed for the preparation of all prospective teachers. At its core is the development of a knowledge base on issues related to language acquisition and development, and multicultural education. This core prepares candidates to teach students in bilingual/crosscultural, multilingual, or monolingual classroom settings.

University instructors, supervisors and cooperating teachers monitor student progress towards meeting the program standards throughout the year. A candidate's classroom performance is evaluated using the Teaching Performance Expectations (TPEs). Included in the Conceptual Framework section are flow charts demonstrating the sequential, inter-related nature of the coursework.

Table 1E and 1F list the BPPP coursework divided by semester (Phase I and Phase II) and by multiple and single subject program options. Course descriptions are in Appendix A.

Table 1E: Bilingual Multiple Subject Program Option

Phase I Courses	Course Titles	Units
EDTE 229A	Creating and Maintaining a Supportive Learning Environment for Student Learning	2
EDTE 229B	Curriculum Development and Instructional Strategies	3
EDTE 229C	Teaching Reading/Language Arts in Self-Contained Classrooms	4
EDTE 229D	Teaching English Learners: Literacy and Academic Access	3
EDTE 229F	Field Experience	4

Phase II Courses	Course Titles	Units
EDTE 229E	Teaching in Inclusive Settings: Preparing to Teach Special Populations in the General Education Settings	1
EDTE 229G	Curricular Development, Instructional Strategies, and Assessment	6
EDTE 229S	Student Teaching	9
TOTAL UNITS		32

Table 1F: Bilingual Single Subject Program Option

Phase I Courses	Course Titles	Units
EDTE 246A	Educational Psychology	3
EDTE 246B	Curriculum and Instruction	3
EDTE 246C	Teaching Content Area Reading/Language Arts in Secondary Settings	3
EDTE 246D	Teaching English Learners: Literacy and Academic Access	3
EDTE 246F	Field Experience	4
Phase II Courses		Units
EDTE 246E	Teaching in Inclusive Settings: Preparing to Teach Special Populations in Secondary Settings	1
EDTE 246G	Subject-Specific Content Instruction and Assessment	6
EDTE 246S	Student Teaching	9
TOTAL UNITS		32

Conceptual Framework

A layering effect is evident throughout the program. The undergraduate coursework consists of courses required in the major and/or meet competencies embedded in the CCTC standards for all credential candidates and requirements specific to the BPPP. The Professional Preparation Program provides extensive opportunities for candidates to: (a) learn to teach the content of the K-12 academic content standards in L1 and L2; (b) to use state-adopted texts; (c) to assess student progress and apply these understandings in teaching; and (d) to develop pedagogical competence as defined by the TPEs. The fieldwork spans through the undergraduate and the professional preparation coursework. Various courses in the undergraduate program require students to participate in a guided experience in different school settings and for different purposes (e.g., Psy 202, ENGL 232, EDTE 289C ...). Bilingual candidates enter the professional preparation program with a minimum of 75 hours of early classroom experiences instead of the CCTC required 45 hours. While in the program, candidates have two classroom placements. The placements are coordinated so that multiple subject candidates are assigned to two different school sites and to one placement in the lower elementary and the other in the intermediate grades. Candidates also have at least one placement in a bilingual designated classroom where Spanish is used for instruction at least for reading/language arts. Single Subject candidates are assigned to the same school both semesters to work with teachers in their major discipline and in ELD.

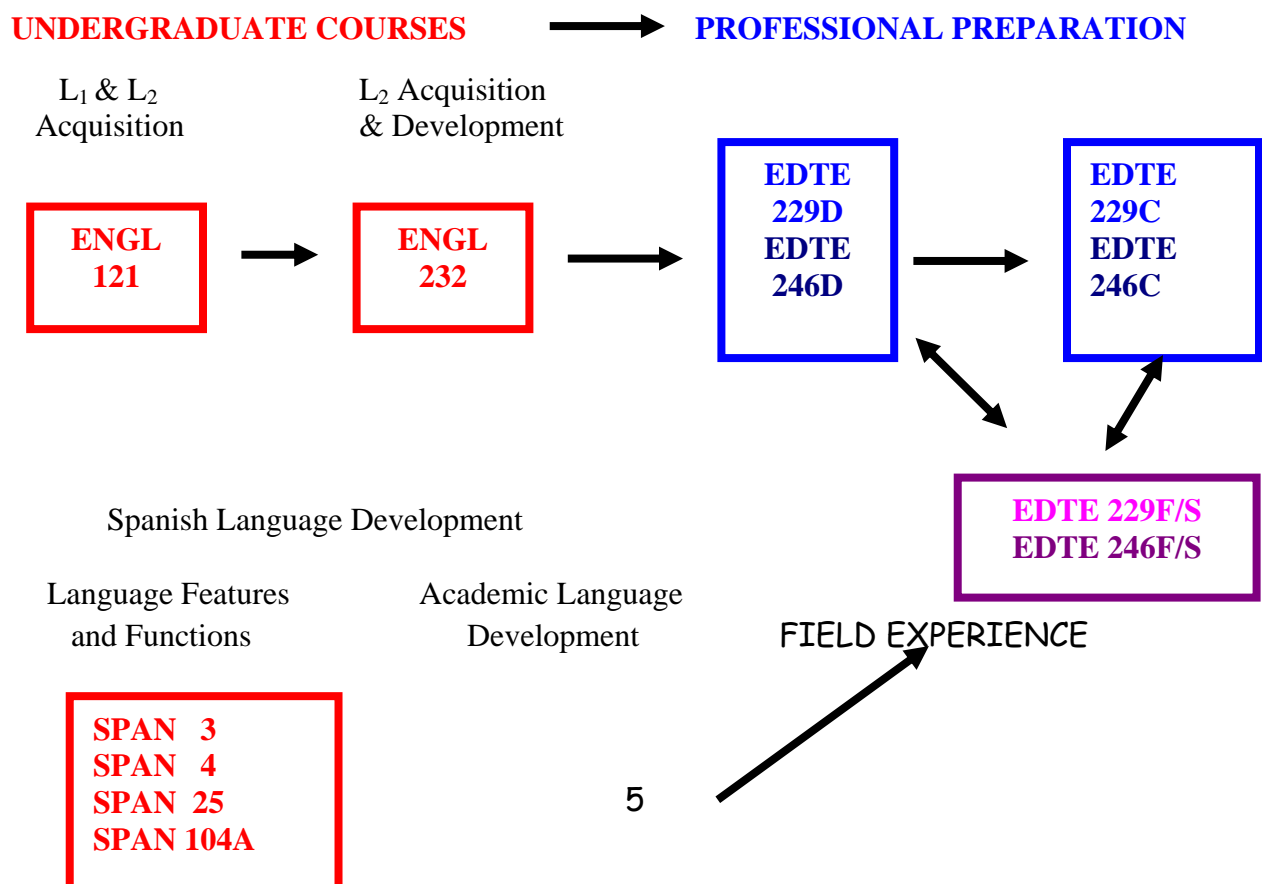
The conceptual framework for the Bilingual Professional Preparation Program coursework is based on five constructs: language, culture, curriculum development, pedagogy and reflection. The constructs build on each other and are interwoven throughout the coursework. The constructs of pedagogy and reflection are intertwined in the other three constructs.

Language/Pedagogy/Reflection

The language construct (Figure 1A) starts with issues of first and second language acquisition, and continues through the development of the four language processes: listening, speaking, reading, and writing. These undergraduate courses (ENGL 121 [TAB 5] and ENGL 232 [TAB 6]) are more theoretical in nature. In addition to these linguistic based courses, bilingual candidates also take a series of four courses to develop Spanish language proficiency and a fifth course, BLMC 219 [TAB 1] to develop academic language in Spanish. These language skills are part of the foundation necessary to carry out bilingual responsibilities in the field experience placements. Figure 1A illustrates the sequential nature of the coursework and the relationships among the courses.

Candidates participate in guided fieldwork as a component of several courses during their undergraduate studies. ENGL 232 [TAB 6] is one of the courses requiring candidates to work with a student acquiring English. In addition, bilingual multiple subject candidates are placed in two different school sites and have one placement in the lower elementary and the other in the intermediate grades. Candidates also have at least one placement in a bilingual designated classroom where Spanish is used for instruction at least for reading/language arts. Single Subject candidates are assigned to the same school both semesters to work with teachers in their major discipline and in ELD. These field experiences create opportunities for candidates to gain a clear understanding of the realities of California public education and to reflect on the practices observed and on their own practice.

Figure 1A. Language/Pedagogy Flowchart





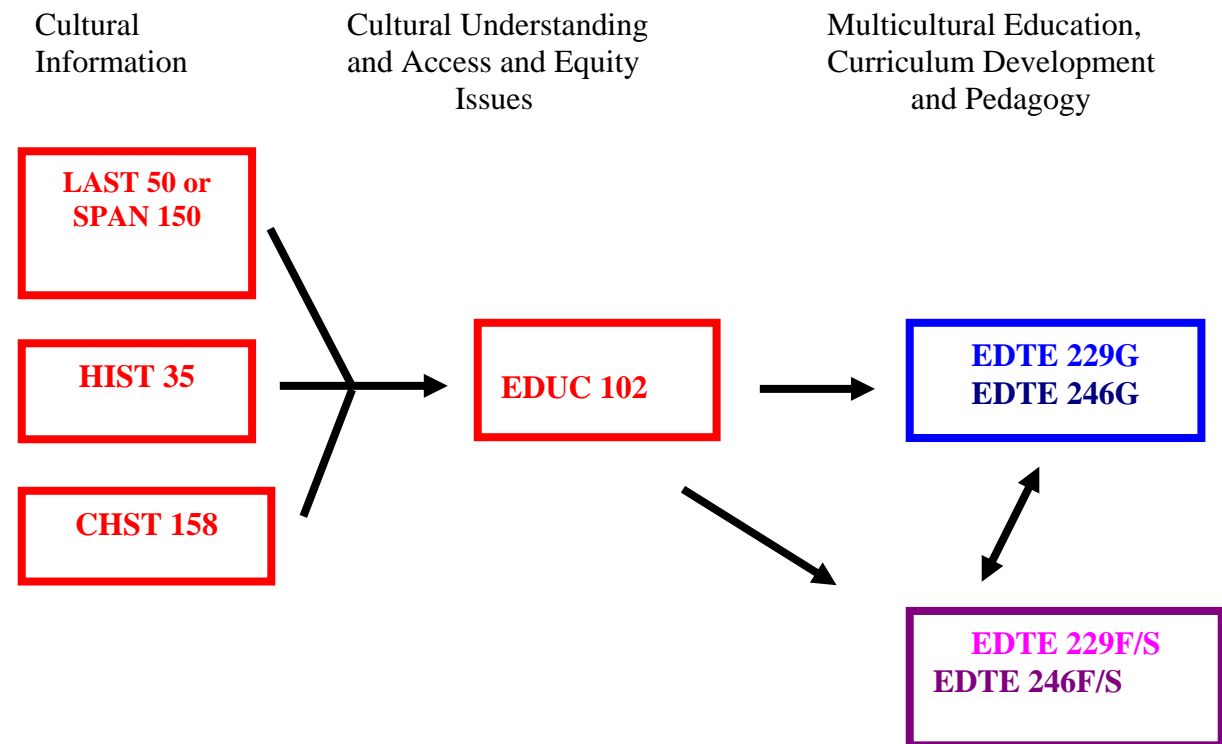
Culture/Pedagogy/Reflection

The culture construct consists of five courses in this component. The first three courses provide the candidates with specific cultural information, as well as insight into sociocultural issues between the mainstream society and language minority communities. EDUC 102 [TAB 3] frames the experiences of linguistic and cultural minorities in the context of access and equity in education. This course also begins to foster candidates' understandings of the foundations of education and the functions of schools in society. Figure 1B illustrates the sequential nature of the courses and the layering effect of the BPPP's conceptual framework.

Prospective teachers are provided with a framework to infuse multicultural education in the curriculum, develop instructional units, and implement and reflect on culturally appropriate strategies that: (a) enable ELs to access the academic content in the K-12 standards; (b) promote language development; and (c) foster respect for cultural diversity.

Figure 1B. Culture/Pedagogy Flowchart

UNDERGRADUATE COURSES **PROFESSIONAL PREPARATION**



Undergraduate and professional program field experiences are interrelated with course content to form a cohesive set of learning experiences for each bilingual candidate. For example, EDUC 102 [TAB 3], an undergraduate course, has candidates interview individuals (18 years or older) who started their schooling experiences as an EL about their K-12 experiences in the United States. After sharing and reflecting on their findings, candidates develop new protocols to interview ELs presently in a K-12 school. Assignments such as this one enable candidates to understand how schools have sought to meet the needs of students over time. In the professional preparation program, candidates are asked to: (a) identify multicultural education components evident at their school site; (b) to design instruction that builds on their students' prior experiences and that is culturally relevant; and (c) to reflect on their own and on observed practice.

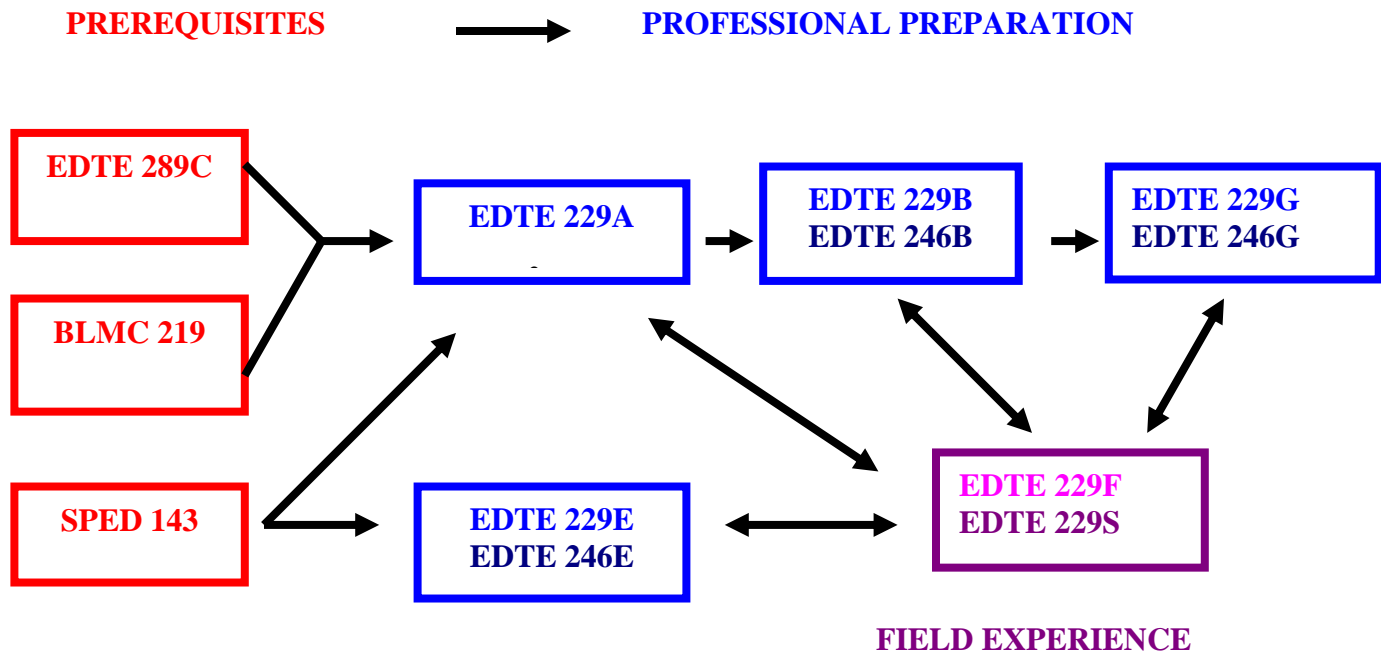
Curriculum Development/Pedagogy/Reflection

The curriculum development construct starts with two undergraduate courses, EDTE 289C [TAB 4] and BLMC 219 [TAB 1]. The first presents, for all bilingual candidates, an overview of the various issues addressed throughout the program (i.e., educational philosophy, lesson planning, curriculum frameworks and content area standards, classroom management). The second, engages Spanish/English bilingual candidates in Spanish vocabulary development, so they can facilitate student access to curriculum in the primary language. This course is also designed to model and to have candidates practice a structured approach to cooperative learning (Kagan, 1994). SPED 143 [TAB 14] and provides candidates with an overview of issues in special education and addresses the emerging needs of prospective teachers to learn to teach students with learning disabilities.

During the professional preparation year, a three-course sequence (EDTE 229A [TAB 15], EDTE 229/246B [TABS 16 & 24], and EDTE 229/246G [TABS 21 & 29]) expands on this foundation by addressing areas such as effective practices, curriculum development, classroom management and organization, access to core curriculum, and assessment procedures for bilingual and multilingual classroom settings. In addition, EDTE 229/246E [TABS 19 & 27] provides candidates with specific instructional and assessment strategies, including both informal and formal assessments in primary language, to address the needs of special populations. Clearly articulated goals and constant communication about course content and assignments enable bilingual candidates to make linkages between theory and practice. Consistent feedback from university supervisors and cooperating teachers and their own self-reflection makes it possible for them to improve their practice. Figure 1C illustrates the systematic organization of the coursework and the relationships among the courses.

Undergraduate, program coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the BPPP. In the undergraduate courses, candidates develop basic skills needed to eventually carry out classroom responsibilities. They are also introduced to theoretical underpinnings of instructional practices. In the professional program courses, bilingual candidates further expand their pedagogical knowledge base and their repertoire of instructional and assessment strategies to meet the needs of all students. However, it is the interrelated nature of the field experience throughout the previous two components that gels the professional development of the candidates.

Figure 1C. Curriculum/Pedagogy Flowchart



Field experience opportunities in the undergraduate courses provide the candidates with short “reality videos” of California public education. Field experiences and responsibilities in the professional program gradually increase until the candidate is engaged in a panoramic, full-length video of public school education. This transition is evident in the candidate professional development that takes place in this construct. Candidates begin by identifying their beliefs and reviewing educational philosophies, then match them to what they experience in the classroom they are observing. They develop instructional objectives and analyze lessons taught by experienced teachers. While in the program, they develop and present their own lessons. As their background expands, they plan and deliver a series of sequential lessons. As they reflect on this process, they discover the need to adapt original plans to better meet their students needs. Eventually, as course assignments, they develop units of instruction based on the K-12 content standards and the ELA and ELD standards, but it is not until they teach their units, carry out the assessments, and reflect on their practice that the entire process comes to life and the cycle is completed. Theory develops the knowledge base and informs practice, and practice and reflection keep the knowledge base dynamic and create a need for more information and research.

Clearly articulated goals and constant communication about course content and assignments enable candidates to make linkages across coursework and field experiences. Engaging candidates in coursework that is consistently related to the classroom setting, and placing candidates in field placements that amplify sound theoretical foundations related to educational excellence foster these linkages.

Program Structure

The BPPP is a two-semester program, starting in the Fall semester and ending in the Spring semester. At the beginning of each semester, an Orientation Meeting and introductory coursework enables candidates to focus on the semester’s goals. During the first semester or

Phase I, the emphasis is on building candidates' knowledge base as they gradually increase their responsibilities in the public school classroom.

Candidates spend at least the first two days of the public school academic year in their classroom observing how their cooperating teachers begin the year and establish classroom rules and routines. During the subsequent month, candidates are in university coursework four days a week and one day in their assigned classroom. As university coursework is completed over the following weeks, the time in the classroom is gradually increased. By mid-November all coursework and Phase I course assignments are completed. At this time, candidates are in their assigned classroom full-time for the rest of the semester.

In the second semester, Phase II, the emphasis is on the fieldwork. After an initial three days of seminars, candidates attend one full day of seminars per week for seven weeks. During the latter part of the semester, they meet for seminars every two weeks for three hours from 4:00 till 7:00. That is, from mid-November until the end of the second semester, candidates are in their assigned classrooms full-time except for approximately ten days.

Classroom Placements

Multiple and single subject bilingual candidates are placed both semesters in classrooms that have a significant number of ELs. They work both semesters with teachers who have either a California Professional Clear Credential with CLAD or BCLAD emphasis. Candidates have ample opportunities to work with students at varied CELDT levels and to learn:

- the philosophy, design, goals and characteristics of schools designed to meet the needs of ELs;
- about ELs linguistic development;
- how first language (L₁) literacy connects to second language (L₂) literacy;
- how to manage L₁ and L₂ instruction;
- how to work with specialists and paraprofessionals;
- to effectively use systematic, instructional strategies and materials designed to make grade-appropriate or advanced curriculum comprehensible to ELs;
- about content area and ELD standards;
- how to interpret assessments of ELs;
- to assess ELs language development and content knowledge in core curriculum;
- and understand the importance of students' family backgrounds and experiences.

Multiple Subject Candidates

Multiple subject candidates are placed in two different classrooms during the academic year. They are placed in a primary classroom (K-3) one semester and in an intermediate grade classroom (4-6) the other. Spanish/English bilingual candidates are in a bilingual classroom for at least one semester. Most candidates have both placements in bilingual classrooms. Many of the classrooms are two-way immersion classroom settings. All of the multiple subject classrooms have a structured English language development program, where candidates have the opportunity to work with ELs at different levels of language proficiency.

Single Subject Candidates

Single subject candidates are placed at the same school site for both semesters. They are assigned to three periods: one period in their major subject area (e.g., Spanish, English, Science,

Social Science ...), a second period in an English Language Development (ELD) class, and the third period can be in either area or shared responsibility for a school club or other extra curricular activity. During the second semester of student teaching, candidates have complete responsibility for all aspects of instruction in the subject matter class and in the ELD class. The third period responsibilities continue to be shared with a cooperating teacher.

Throughout the program, BPPP candidates develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs). Assessment for the TPEs embedded in the professional program coursework and in the fieldwork components. This assessment is designed by program faculty and carried out by university supervisors in collaboration with cooperating teachers in a fair, valid and reliable manner.

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork.

In designing the BPPP, program faculty reflected on the important skills, understandings and competencies needed by preservice teachers in order to effectively work with English monolingual students and ELs in bilingual/crosscultural classroom settings. These skills, understandings and competencies are nested in the five constructs discussed above - language, culture, curriculum development, pedagogy and reflection. The constructs of pedagogy and reflection are interwoven within each of the other three constructs.

The language construct builds target language fluency, the understandings of first and second language acquisition and development and the teaching competencies needed to design effective instruction that develops ELs' and English monolingual students' language. In the undergraduate coursework, the culture construct provides students first with specific background information about the target population and second with opportunities to create understandings about issues related to the education of language minority populations. In the professional program, candidates delve into the components of multicultural education and develop the competencies required to effectively build from the students' background knowledge and make instruction culturally relevant. The curriculum development construct, builds candidates' skills by instructing them about the K-12 subject matter content standards, modeling strategies that simultaneously promote conceptual understanding and language development, and requiring candidates to provide rationales for instructional decisions. These skills are applied in course assignments as candidates are instructed about lesson, instructional unit development and classroom management. Candidates' competence in this construct, as in the others, is measured not only through course assignments, but also through their performance and reflection on their practice in their fieldwork. The belief that in-depth understandings and competence must be constructed and not acquired makes the reflection component key to developing effective educational practice.

Through the development of these five constructs, BPPP faculty designed a developmental sequence of coursework and fieldwork spanning undergraduate requirements through the professional program. Darling-Hammond (2000) identifies six variables indicative of teachers' competence:

- (1) measures of academic ability,

- (2) years of education,
- (3) years of teaching experience,
- (4) measures of subject matter and teaching knowledge,
- (5) certification status, and
- (6) teaching behavior in the classroom.

The BPPP ensures candidates' academic ability, and subject matter and teaching knowledge by requiring all applicants to have: above average GPA (2.67 cumulative or 2.75 for the last 60 units) and Subject Matter Competency. In the program, teaching knowledge is measured through course assignments, a required cumulative GPA of 3.0 with no individual course under **2.75**, and field performance. Teaching behaviors in the classroom are consistently assessed through the various instruments included in **Tabs 32 - 39**.

In alignment with characteristics of promising teacher education programs identified by the U.S. Department of Education (1998), the BPPP:

- recruits candidates from diverse backgrounds and ethnicities. For this purpose, the BPPP is closely associated with the California Mini-Corps Program, the Teacher Diversity Program, Upward Bound, Educational Talent Search and Educational Opportunity Program at the CSU, Chico campus.
- combines classwork and substantial teaching experience beyond the usual two months of supervised assignment. Bilingual candidates have in excess of four months of all-day teaching experience in the professional program year and a minimum of 75 hours of early experience prior to program entry.
- prepares candidates to work with diverse learners throughout the year. As noted above, coursework focuses on language and cultural issues. Also, candidates are expected to complete at least two-thirds of their 75 early experience hours in linguistically and culturally diverse classrooms. During the professional program effective strategies that develop language and conceptual understanding are introduced and modeled. In addition, candidates are placed in classrooms with diverse students for both semesters.

Programs goals and requirements are clearly articulated to all prospective candidates through undergraduate advisement, Liberal Studies Newsletter, Major clearance forms, program brochures, Educational Services' information forums and catalog information. In addition, BPPP applicants must file their application one year prior to program entry. This extra semester allows the faculty additional time to review applicant files and inform them of any requirements that may be missing. After the applicant is informed in writing of the missing requirement, they are invited to meet with a program adviser and develop a plan to ensure that all requirements are met prior to program entry. In addition, the BPPP faculty schedules two pre-program orientation meetings (in December and April) to share the goals, beliefs, structure, and expectations of the program they will be participating in the following year.

1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

Candidates enrolled in the BPPP experience a program that is designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers. Wise and Leibbrand (2000) note that career-long teacher development requires a strong grounding in content areas to be taught and how they should be taught. In the Liberal Studies Major, multiple subject candidates engage in coursework in the various disciplines they will be required to teach in elementary classrooms. Single subject candidates develop their knowledge base in one specific discipline through their major. Multiple and single subject candidates must reach the major specific minimum GPA to enter the BPPP and must also be granted subject matter competency by their major or must have a passing score on the appropriate state recognized content area test (i.e., CSET). In addition to highly qualified BPPP faculty, service area teachers model effective instructional strategies and curriculum organization and development. Furthermore, BPPP has a partnership with four California Subject Matter Projects (i.e., Mathematics, Science, Resources in International Studies in Education, and the Foreign Language Project). Presenters from the Math, Science and RISE Project co-plan and teach segments of the curriculum and instruction course series – EDTE 229A [TAB 15], EDTE 229/246B [TABS 16 & 24], and EDTE 229/246G [TABS 21 & 29] -. Single subject candidates participate in the Foreign Language Teacher Institute throughout the professional preparation year.

Another of Wise and Leibbrand's principles of teacher development is the essential connection of theory and practice, so that coursework and fieldwork are integrated. In several of the undergraduate required courses (PSY 202, ENGL 232, EDTE 289C) candidates must work in a classroom or with an individual student. Course assignments require candidates to relate class discussions with their field experiences. Other courses in the Liberal Studies Major, such as BIO 142 and ART 207, connect theory and practice by having candidates develop exemplars of course concepts that they will be able to use in their future classroom.

BPPP course assignments require candidates to explore various aspects of the instructional program, the curriculum, and materials being used at their field placement. For example, in EDTE 229D [TAB 18] and EDTE 246D [TAB 26] (*Teaching English Learners*), candidates identify an English Learner in their classroom for the Case Study. They research the ELs' family, educational, and language background. Based on this information and scores on the CELDT, candidates identify appropriate ELD standards to develop lessons. This EL becomes the focus of the rest of the assignments in the course. For the Lesson Analysis assignment, candidates analyze a lesson taught by their cooperating teacher (CT) and identify strategies and techniques that were effective in developing language and content knowledge for the EL in their case study. In the Lesson Adaptation Assignment, candidates choose a lesson in any content area and make the necessary adaptations based on the ELD standard they identified to best meet the needs of the EL. Candidates review strategies in course required or recommended texts and introduce a strategy to classmates that addresses one or more of the ELD standards identified for the case study EL. For the culminating project for this course candidates develop a rationale explaining why a specialized program is needed for the English Learners at a fictitious school district. In

small groups, candidates present their rationale and goals for their program using PowerPoint, as though they were presenting the information to a school board.

This purposeful layering of assignments is followed consistently throughout the professional program coursework and is supported by adult learning theory and research. According to Zemke (1998) adult learners need to integrate new knowledge with previous knowledge so that the learner can be an active participant. Knox (1977) as quoted in Brookfield (1986) states that effective adult learning entails an active search for meaning in which new tasks are somehow related to earlier activities. Furthermore, Brundage and MacKeracher (1980) argue that adult learning is facilitated when the learner's representation and interpretation of his own experience are accepted as valid, acknowledged as an essential aspect influencing change, and respected as a potential resource for learning.

1(c) Throughout the program, coursework and field experience are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.

BPPP course assignments require candidates to explore various aspects of the instructional program, the curriculum, and materials being used in their field placement. This enables candidates to participate in a cohesive set of learning experiences. Assignments throughout the professional preparation program require students to identify examples of the concepts discussed in coursework and to reflect on how they are applied in practice. The following are a few examples of how this is accomplished.

- EDTE 229/246D (*Teaching English Learners*) [TABS 18 & 26]. Candidates analyze a lesson taught by their CT and identify strategies and techniques that were effective in developing language and content knowledge for ELs.
- EDTE 229B (*Curriculum Development and Instructional Strategies*) [TAB 16] and EDTE 246B (*Curriculum and Instruction*) [TAB 24]. Candidates describe elements of an observed lesson where students are provided with opportunities to construct their own meaning and engage in high level thinking processes. In these two courses candidates also develop units that they teach in their classroom.
- EDTE 229G (*Curricular Development, Instructional Strategies, and Assessment*) [TAB 21] and EDTE 246G (*Subject-Specific Content Instruction and Assessment*) [TAB 29]. After candidates are introduced to critical features of an effective program, they analyze how those features are evident in their site program and provide suggestions to more effectively address some features, when needed.

1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Prospective candidates are introduced to academic content standards in two of the program prerequisites, BLMC 219 (*Bilingual Teaching Competence: Language*) [TAB 1] and EDTE 289C [TAB 4].

- BLMC 219 (*Bilingual Teaching Competence: Language*) [TAB 1]. History-social science, mathematics, and science standards are reviewed first to develop an overall grasp of their content and developmental sequence and second, to identify academic language in Spanish needed to teach the content of the standards. Through various cooperative learning activities, candidates develop key vocabulary appropriate for different grade levels. Candidates also design and present activities using cooperative learning structures to teach peers new vocabulary.
- EDTE 289C (*Practicum in Multilingual/Multicultural Classroom Settings*) [TAB 4]. Prospective candidates examine state frameworks and standards for teaching K-12 students Foreign Languages, Health, History-Social Science, Mathematics, Physical Education, Reading/Language Arts, Science, and Visual and Performing Arts. They are instructed on the state cyclic process for the development of frameworks, on the relationship between framework, standards, instruction, and development of materials for state adoptions.

In the professional preparation program, candidates are required to identify grade level and/or language level appropriate content and/or ELD standards in class assignments and in lessons and units they develop for coursework or to present in their classrooms. University supervisors and CTs provide candidates with feedback on the appropriateness of the identified standards and on the extent that lesson objectives and assessment procedures match the identified standards.

Table 1G lists some of the assignments through which candidates learn to use state-adopted instructional materials. In addition to course assignments, candidates use state-adopted materials to develop and present lessons and to design assignments and evaluate outcomes for the students in their classrooms. In the second semester coursework, candidates are introduced to rubric development. As part of the instructional unit assignment, they develop rubrics to assess their students' progress in relation to the scope and sequence of the standards.

Table 1G: Learning to use state-adopted instructional materials

Course	Assignment	Description
EDTE 229D/EDTE 246D: <i>Teaching English Learners</i> [Tabs 18 & 26]	Lesson Adaptation	Using the classroom science text: (a) highlight linguistic demand; (b) state ELD standard the lesson could address; (c) identify language structures & functions for the lesson; and (d) select effective strategies and/or modifications to facilitate language development and conceptual understanding for ELs.
EDTE 229C: <i>Teaching Reading/Language Arts in Self-Contained Classrooms</i> [Tab 17]	Review of Current Reading Programs	Analyze one of the reading programs in use in California schools and reflect on how reading instruction is organized and taught the program. Emphasize how the program addresses the needs of

		English Learners.
EDTE 229B: Curriculum Development and Instructional Strategies [Tab 16] EDTE 246B: Curriculum and Instruction [Tab 24]	Unit Development	Critique of a mathematics program.

1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

Tables 1H and 1I list, by course, the some of the many strategies implemented and/or modeled in the BPPP multiple and single subject coursework. Selected strategies facilitate conceptual understanding and language development. Strategies presented in one course are reinforced in other courses throughout the year.

On the course syllabi, each course objective and assignment are correlated to the appropriate TPE. Evidence can be found in the course session agendas, course syllabi, course texts' table of contents, and/or course packet. Furthermore, supervisors are provided with a copy of the key strategies presented in each course, so they can support candidates' implementation.

Table 1H: BPPP Strategies used for instruction and/of modeled in the Multiple Subject coursework.

Course	Strategies
EDTE 229A: <i>Creating and Maintaining a Supportive Learning Environment [Tab 15]</i>	Direct Instruction, Concept Development, Concept Attainment, Cooperative Learning Strategies (i.e., Think Pair Share, Jigsaw, Numbered Heads Together ...) Classroom Discussion Model, Resolution of Conflict Model
EDTE 229B: <i>Curriculum Development and Instructional Strategies [Tab 16]</i>	Suchman Inquiry Model Directed Draw, Graphic Organizers, Cloning an Author, Constructivist questioning strategies
EDTE 229C: <i>Teaching Reading/Language Arts in Self-Contained Classrooms [Tab 17]</i>	Cooperative Learning Strategies (i.e., Think Pair Share, Jigsaw ...), Reciprocal Teaching, Guided Reading, QAR, Opinion Proof Strategy, Shared Reading, Cloning an Author, Interactive Writing, SQ3R, Graphic Organizers, Language Experience Approach, Making Words, Message Writing, Word Sorts, Elkonin Boxes, Word Analogy Strategies, Word Walls

Table 1H: BPPP Strategies used for instruction and/of modeled in the Multiple Subject coursework. (con't)

Course	Strategies	Course
EDTE 229D: <i>Teaching English Language Learners: Literacy and Academic Access</i> [Tab 18]	<u>Cooperative Learning:</u> Numbered Heads Think/Pair/Share Value Lines <u>General:</u> “Farmer in the Dell” KWL Poetry Frame Time Line Venn Diagram Walk the Walls	<u>Reading Comprehension:</u> Graffiti Board Reaction Grid Reader’s Theater Save the Last Word for Me Say Something Text Sets
EDTE 229G: <i>Curricular Development, Instructional Strategies, and Assessment</i> [Tab 21]	<u>General:</u> Instructional Conversations, Cloning an Author, Poetry Frame, Jigsaw, Think/Pair/Share, Send-a-Problem, Graffiti Board, Say Something, Pictorial Input, Extended Reaction Grid, Concept Definition Mapping, Frayer Model, Group Summarizing	EDTE 229G: <i>Curricular Development, Instructional Strategies, and Assessment</i>

Table 1I: BPPP Strategies used for instruction and/of modeled in the Single Subject coursework.

Course	Strategies
EDTE 246B: <i>Curriculum Development and Instructional Strategies</i> [Tab 24]	Concept Attainment Concept Development Direct Instruction Directed Draw
EDTE 246C: <i>Teaching Reading/Language Arts in Self-Contained Classrooms</i> [Tab 25]	

EDTE 246D: Teaching English Language Learners: Literacy and Academic Access [Tab 26]	<u>Cooperative Learning:</u> Numbered Heads Think/Pair/Share Value Lines <u>General:</u> “Farmer in the Dell” KWL Poetry Frame Time Line Venn Diagram Walk the Walls	<u>Reading Comprehension:</u> Graffiti Board Reaction Grid Reader’s Theater Save the Last Word for Me Say Something Text Sets
EDTE 246G: Curricular Development, Instructional Strategies, and Assessment [Tab 29]	<u>General:</u> Cloning an Author Graffiti Board Instructional Conversations	

1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

Two prerequisite courses and the BPPP coursework and fieldwork are designed to support candidates in preparing for embedded teaching performance assessments (TPAs). Candidates are also provided with multiple opportunities to practice authentic tasks similar to those found in the TPAs. Table 1J provides an example of how candidates are engaged in multiple opportunities to practice lesson design and instructional unit development tasks similar to those used for assessment.

Table 1J: Sample developmental sequence of practice tasks leading to TPAs

PREREQUISITE COURSES		
COURSE	TASKS	ASSESSMENT
BLMC 219 [TAB 1]	<ul style="list-style-type: none"> • participation in cooperative structures • identification of cooperative learning principles 	<ul style="list-style-type: none"> • development and presentation of an activity using a cooperative structure
EDTE 289C [TAB 4]	<ul style="list-style-type: none"> • participation in instructor-led strategies • writing objective for CT-presented lesson • identification of elements of direct instruction for CT presented lesson 	<ul style="list-style-type: none"> • writing objective, designing and presenting a direct instruction lesson in class • grade of C or better for the course

Table 1J: Sample developmental sequence of practice tasks leading to TPAs (con't)

BPPP COURSEWORK		
COURSE	TASKS	ASSESSMENT
EDTE 229A [TAB 15]	<ul style="list-style-type: none"> • participation in instructor-led strategies • writing objective and lesson plan for instructor-presented lesson in small groups • writing individual lesson plan for CT-presented lesson 	<ul style="list-style-type: none"> • writing group lesson incorporating teaching models presented • writing individual lesson with objective incorporating instructional models on course final exam • philosophy of education • philosophy of effective classroom environments • presentation of models in fieldwork/feedback from supervisor and cooperating teacher (CT) • grade of B- or better for the course
EDTE 229B EDTE 246B [TABS 16 & 24]	<ul style="list-style-type: none"> • participation in instructor-led strategies • implementation of strategies in small group developed in-class activities 	<ul style="list-style-type: none"> • analysis of constructivist principles in Math or Science lesson observed • Science or ELD science-based Unit Adaptation Assignment • Critique of Math program • Presentation of Math and Science lessons in the field/feedback from supervisor and CT • grade of B- or better for the course
EDTE 229C [TAB 17] EDTE 246C [TAB 25]	<ul style="list-style-type: none"> • participation in instructor-led strategies 	<ul style="list-style-type: none"> • model language arts block • literacy intervention analysis • reading/language arts program analysis • grade of B- or better for the course

Table 1J: Sample developmental sequence of practice tasks leading to TPAs (con't)

COURSE	TASKS	ASSESSMENT
EDTE 229D [TAB 18] EDTE 246D [TAB 26]	<ul style="list-style-type: none"> • participation in instructor-led strategies • class identification of effective techniques to ensure comprehension in video-taped lesson • whole class analysis of language demand in a sample science lesson • whole class created adaptations of sample lesson to meet need of ELs at different ELD levels 	<ul style="list-style-type: none"> • Lesson Analysis Assignment with a grade of B- or better • Lesson Adaptation Assignment with a grade of B- or better • Science or ELD science-based Unit Adaptation Assignment in EDTE 229/246B with a grade of B- or better • grade of B- or better for the course
EDTE 229E [TAB 19]		<ul style="list-style-type: none"> • adaptation of lesson in unit to meet the

EDTE 246E [TAB 27]		needs of special population
EDTE 229G [TAB 21] EDTE 246G [TAB 29]	<ul style="list-style-type: none"> • participation in instructor-led strategies • identification of ELD and content standards addressed in modeled social science unit • whole class unit map construction for social science unit modeled by classroom teacher presenter 	<ul style="list-style-type: none"> • Social Science Unit Assignment integrating Fine Arts for Multiple Subject (EDTE 229G) or ELD Unit Assignment (EDTE 246G) • grade of B- or better for the course

Table 1J: Sample developmental sequence of practice tasks leading to TPAs (con't)

COURSE	TASKS	ASSESSMENT
BPPP FIELDWORK		
EDTE 229F [TAB 20] EDTE 246F [TAB 28]	<ul style="list-style-type: none"> • delivery of lessons planned by CT for small and large group • design and implement of own lesson following CT specifications for small and large group • design and implement own lessons for small groups • design and implement own lessons for large group • informal observations by CT and supervisor 	<ul style="list-style-type: none"> • Phase I Fieldwork Responsibility Forms [TAB 36 & 38] • Lesson Observation Form used for formal observations by supervisor and CT [TAB 32] • Three CT Monthly Feedback Forms [TAB 33] • Supervisor's Progress Report Form completed at mid-semester and at the end of the semester [TAB 34] • Satisfactory completion of a three-day "soloing" experience • CT's letter of recommendation • Supervisor's letter of recommendation
EDTE 229S [TAB 22] EDTE 246S [TAB 30]	<ul style="list-style-type: none"> • design and implement own lesson following CT specifications for small and large group • design and implement own lessons for small groups • design and implement own lessons for large group • informal observations by CT and supervisor 	<ul style="list-style-type: none"> • Phase II Fieldwork Responsibility Form [TABS 37 & 39] • Lesson Observation Form used for formal observations by supervisor and CT [TAB 32] • Three CT Monthly Feedback Forms [TAB 33] • Supervisor's Progress Report Form completed at mid-semester and at the end of the semester [TAB 34] • Satisfactory completion of a minimum of a two-week "soloing" experience • CT's letter of recommendation • Supervisor's letter of recommendation

1(g) The program design includes planned process for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidates competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

Individual candidates are comprehensively assessed on all competencies addressed in the program. In the program coursework all course objectives and course assignments are aligned to the CCTC program standards and to the TPEs. Assignments are components of the TPAs. Candidates are required to have a 3.0 cumulative GPA with no individual course below a grade of 2.75 in all Phase I courses before being recommended to continue to Phase II. In turn, candidates are also required to have a 3.0 cumulative GPA with no individual course below a grade of 2.75 in all Phase II courses before being recommended for a preliminary credential.

In addition to coursework requirements, candidates must also satisfy fieldwork expectations. Candidates receive a Fieldwork Responsibility Forms [TABS 36 –39] for each semester. Each task on the form is aligned with the program standards and TPEs. Each candidate must complete each tasks on the form in a satisfactory manner. The university supervisor or the CT must initial each task to confirm its satisfactory completion.

Candidates are also regularly observed by university supervisors as well as by their CT. All lessons that are formal observations are assessed and students are provided with feedback through the Classroom Observation Form [COF] [TAB 32]. To assess each lesson, the COF is aligned with the TPEs. Using the TPE matrix [TAB 32] the supervisor or CT rates the candidate's lesson design and delivery according to the six TPE domains using a five-point scale. Written comments are provided reflecting the candidate's performance on the appropriate TPEs under each domain. Then an overall performance rating is given for the entire lesson. Phase I candidates must have at least two-thirds of the formal observations with an overall rating of 3. Phase II candidates must have at least two-thirds of the formal observations with an overall rating of 4.

Cooperating teachers complete a Monthly Feedback Form [MFF] [TAB 33]. Candidates receive three MFFs each semester. The MFF is also aligned with the TPEs. The CT rates the candidates overall performance during a particular month according to the six TPE domains. The CT checks which TPEs the candidate has been working on during the month. Written feedback is provided on each domain, each domain is rated on a five-point scale, and an overall rating for the candidate's performance during the given month is provided. Phase I candidates must have at least two of the three MFFs with an overall rating of 2 before being recommended to advance to Phase II. Phase II candidates must have at least two of the three MFFs with an overall rating of 3 to be recommended for a preliminary credential.

Two progress reports are completed each semester by the university supervisor. The first progress report is due in mid-October for candidates in year-round schools and at the end of October for candidates in traditional calendar schools. In the Progress Report Form [PRF] [TAB 34], the supervisor checks which TPEs have been addressed and provides a rating for each of the six TPE domains using a five-point scale. The average of the domain ratings generates the overall performance rating. Outcomes are shared with the candidate and her/his cooperating teacher. Mid-Phase I candidates are expected to have a minimum overall rating of 2. Any candidate with an overall rating below 3 is placed on an Action Plan and is given a month to

satisfy the terms of the Action Plan. Specific areas in need of improvement are identified and suggestions for improvement are provided in the Action Plan. If at the end of the Action Plan month an overall rating of 3 is reached, the candidate is removed from the Action Plan and is reviewed again at the end of the semester like all the other candidates. If the candidate has made considerable progress, but is just short of an overall rating of 3, faculty may decide to extend the Action Plan period for up to three weeks past the end of the semester. This means that at the end of the first semester, the candidate remains in her Phase I placement for the first three weeks of January and must do an extra week of soloing. At the end of this extended Phase I, the candidate must attain an overall rating of 3 in the final Progress Report. All candidates must have an overall rating of 3 on the PRF at the end of Phase I to be recommended for advancement to Phase II of the program.

The same procedure is followed for Phase II candidates. Supervisors complete two PRFs [TAB 34] during the semester. The overall rating for Phase II candidates is expected to be a 3. When a candidate has an overall rating below a 3 the same Action Plan procedures are followed. The candidate is given the same opportunities, including a one-month time extension, to attain the desired level 3.

In summary, the BPPP fieldwork expectations are that: (a) Phase I candidates must consistently attain an overall rating of 2 or better in all three assessment instruments noted above at the end of Phase I to be recommended for advancement and (b) Phase II candidates must consistently attain an overall rating of 3 or better in all three assessments at the end of Phase II to be recommended for a preliminary credential.

Please note that the five-point scale in each of the forms mentioned above is the same. It is also important to state that for candidates to be recommended for advancement or for a preliminary credential, they must meet both the coursework grade and minimum cumulative GPA requirement and have the desired ratings in each of the three TPE driven assessment instruments.

STANDARD 2

Collaboration in Governing the Program

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of post-secondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

The School of Education within the College of Communication and Education is under the direction of Dean Stephen W. King. As a member of the original SB 1422 Advisory Panel, Dean King was actively involved in the redesign of teacher education for the state of California. Additionally, Dr. James E. Richmond, Chair of the Department of Professional Studies in Education, has been active as a member of the assessment task force of the SB 2042 Advisory Panel looking at the development of standards of program quality and effectiveness. Dr. Michael Kotar, Chair of the Department of Education, and several faculty members within the School have, over the years, served on program review and accreditation teams.

In a reorganization of CSU, Chico teacher education services, Dean King worked with the central administration on campus to move the office of the credentials analyst to Records Office where tracking and management of materials was easier. He also worked with faculty to create the Educational Services Center (EDSC) as a clearinghouse to provide “one stop shopping” and coordination of information dissemination, Subject Matter Projects, and other Education related activities and services. As part of this reorganization, Dean King worked with faculty to redesign a physical facility to house both the Liberal Studies office and the EDSC, thereby placing these two entities into closer proximity and facilitating even closer working relationships.

Meetings of the Program Coordinators are structured to include the Director of both Liberal Studies and the Credentials Analyst. There are regular meetings of the Single Subject Advisors each semester attended by all Single Subject program directors, the two Department Chairs, and the Associate Dean. These meetings serve to maintain positive working relationships, address concerns, and introduce suggestions and improvements to both the subject matter and pedagogical programs.

The All University Responsibility for Teacher Education Council (AURTEC) is the official campus oversight body for aspects of teacher preparation at CSU, Chico. This group is chaired by Dean King and includes the Deans of all the other academic colleges, the office of the Provost, student, faculty, public school, and various campus program representatives.

Until recently, Dean King was chair of the Chico Unified School District School Board. He remains on the advisory board to Superintendent Scott Brown and is actively involved in directing Campus/District policy. Associate DeanCarolynn Reynolds serves as a member of the Butte County Curriculum and Instruction Council (BCCIC) that meets bi-monthly to address issues of common concern to all the districts in the County. She also serves as the University representative to the North East Region Curriculum Council (NERCC), a consortium of all the districts in northeastern California. All faculty in Special Education are active members of the various north state SELPA (Special Education Local Planning Area) agencies, and the faculty in Bilingual Education serve on a variety of local and state advisory boards.

The contracts signed by districts and the university that govern placement of interns and student teachers are approved by agents of each and are on file for review in the Education Services office on the CSUC campus. The specifics of roles, responsibilities, and relationships between university programs and schools or special education agencies are spelled out in the various program handbooks or documents also on file in the EDSC. In all cases, however, state law and legal agreements maintain precedence.

The costs of maintaining effective cooperation are shared in a number of ways. Federal and state grants provide particular support for the Special Education and Bilingual Education programs. Both the Department of Education and Professional Studies in Education (PSED) in the School of Education have a number of Professional Teachers-in-Residence who are supported by their home districts but who teach in School of Education professional preparation programs. Practicing teachers often provide service as guest speakers and adjunct faculty and are remunerated by state and grant monies. The BPPP has developed partnerships with four subject matter projects – Foreign Language, Mathematics, Resources in International Studies in Education (RISE), and Science -. As a result of these partnerships project presenters model units of study and strategies specific to the content area in program coursework or candidates participate in workshops and institutes scheduled throughout the year. Advisory boards of teachers, administrators, and University faculty serve each of the various School of Education programs and represent a significant and important investment of both time and resources.

2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.

Collaborative Contributions to the Design and Monitoring of the Bilingual Professional Preparation Program

The Bilingual Professional Preparation Program component is housed in the Department of Professional Studies in Education (PSED); a department comprised of faculty from general education, special education, reading specialization, bilingual/crosscultural education, and feeder programs including Upward Bound, Teacher Diversity Program, and California Mini-Corps. The Department’s mission is to foster

continuous learning communities dedicated to excellence and equity in education. This department enacts its mission through scholarship and research to develop and deliver exemplary, comprehensive programs that recruit, prepare, and sustain educators skilled in addressing the needs of a diverse set of learners. It meets twice monthly to review its progress, plan for ongoing change, and share resources and information across disciplines. PSED bilingual faculty teach within the Concurrent Program and Tri-Placement Program (general education) and reading faculty also teach within the Concurrent Program.

In 1993, PSED programs submitted: A Collaborative Experimental Professional Preparation Program for Teaching Exceptional Learners and Culturally and Linguistically Diverse Student Populations, an application for approval under the experimental program standards of the California Commission of Teacher Credentialing (CCTC). In 1993, this application was approved by CCTC and the experimental program implementation began immediately thereafter. Among the components in this experimental design was the BPPP. It was structured to give attention to the realities associated with research demographics and relevant practices, emphasizing the teaching of culturally and linguistically diverse student populations.

Identification and Resolution of Program Issues and Candidate Needs

In addition to program faculty and Department level guidance, program development is advised by BPPP Advisory Committee, an active board of university, public school, and community members who provide direct input and feedback regarding all aspects of the BPPP at CSU, Chico. The Advisory Committee represents ten LEA's (Local Education Agency) and meets three times a year on the CSU, Chico campus. Advisory Committee members are asked to take back to their school site and district the information discussed at the meetings and to bring to the meetings issues raised by other cooperating teachers and administrators.

The BPPP has strong collaborative relationships with ten school districts where teacher candidates are placed in student teaching assignments. Detailed Program Handbooks are provided to cooperating teachers and school administrators to keep them informed about program policies and candidate expectations. University faculty supervisors participate weekly in public school classrooms observing, conferencing, and/or exchanging ideas with cooperating teachers and teacher candidates. Candidate professional needs are monitored closely through weekly journal entries and continuous phone and email contact with the university supervisor.

Annual meetings with cooperating teachers provide a means for their ideas and suggestions to be incorporated into program design, candidate assessment and observation processes. Cooperating teachers have often been hired as part-time faculty and supervisors and are viewed as critical partners in the preparation of candidates. Public school principals and/or teachers participate in seminars and share curriculum, teaching strategies, and employment information.

In addition to participation in committee meetings and seminars, cooperating teachers and the BPPP Advisory Committee members complete annual surveys in order to help identify and assess program issues and needs. Results from a recent survey given to

cooperating teachers provides evidence of positive communication and feedback processes among program partners.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.

During the first ten weeks of the first semester, BPPP candidates focus on course content. During the first five weeks, they spend one day per week in their assigned classroom and two days the next five weeks. Beginning with the second week in November through the end of the academic year in May, candidates spend all but ten days in public school classrooms. University faculty members are sensitive to the perspectives of cooperating teachers and administrators and maintain open lines of communication. Cooperating teachers act as collaborative partners, regularly promoting the professional growth of candidates on a daily basis. They share and model appropriate instructional strategies, techniques, materials, and curriculum development. They provide written feedback to student teachers on the Lesson Observation Form and the Cooperating Teacher Monthly Feedback Form that the program provides [TAB 32, 33]. The roles and responsibilities of cooperating teachers, university supervisors, and candidates are clearly described in the BPPP Handbook given to each candidate, cooperating teacher and administrator at the beginning of the program and reinforced in conferences held regularly during both of the two different field placements. Cooperating teachers and other public school teachers are also included in seminars to share particular expertise with the candidates.

For example, for the past three years, a highly qualified local cooperating teacher has participated with the BPPP as a presenter from the Science and RISE Subject Matter Projects. This teacher has been a cooperating teacher in PSED for several years and understands the perspective of the classroom teacher and school site personnel. During the first semester, she models for the BPPP candidates how to develop and adapt a Science unit and in the second semester a social science unit. She provides the candidates with sample a variety of student work products from her fifth grade students who are at varying academic levels and English language proficiency levels. Candidates are invited to observe her class any time throughout the year.

In addition, a BPPP multiple subject cooperating teacher for many years, supervised candidates and provided seminar presentations throughout the 2001-2002 academic year while she completed her M.A. coursework. Her presentations on the application of various strategies introduced in seminars and on assessment programs and instruments provide candidates with the classroom teacher perspective and real classroom scenarios. During the 2002-2003 academic year, she serves as the Teacher Leader for the BPPP Advisory Committee. In this role she assists program faculty in organizing the Advisory Committee meetings. Her connections with administrators and teachers in the field serve to solidify and augment our partnerships with cooperating teachers and administrators.

A BPPP single subject cooperating teacher has administered and evaluated the program's CERAS Spanish language exam and the Latino Culture Exam for the past four

years. Spanish/English bilingual candidates must pass both exams before being recommended for a BCLAD preliminary credential.

A single subject public school teacher has introduced the service learning strategy to BPPP candidates for the past five years. She is a past BPPP graduate and is the Service Learning Coordinator for Chico Unified School District. In addition to the Service Learning introduction she brings to the seminar high school students who have participated in one or more service learning projects. These high school students share their projects and also provide the BPPP candidates with the student perspective.

For the past six years, candidates from all three programs in PSED, Bilingual, Concurrent and Tri-Placement, participate in All Cadre Day (ACD). Organized by BPPP faculty teaching the course-in-common, EDTE 229D, ACD creates the opportunity for all PSED candidates to engage in a full day of effective strategies demonstrations by two public school teachers. One has been a BPPP cooperating teacher for three years and the other presenter is currently a Title VII director for Oroville Union Elementary School District and has previously been a BPPP cooperating teacher for several years. All above-mentioned bring into our seminars a piece of the classroom reality and multiple examples of student work products and experiences.

2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

As stated above, the BPPP Advisory Committee and school district personnel that provide candidate field placements are actively involved in developing program policies and reviewing program practices. BPPP faculty also serve on regional boards and committees and actively recruit potential candidates throughout northern California.

The BPPP requires that a cooperating teacher be recommended by the school site principal and/or the superintendent of the school district. In addition, program faculty may visit the classroom of the potential cooperating teacher. A potential cooperating teacher must complete an application form that provides information in areas of expertise, length of experience in the classroom, credentials, grade levels served and curriculum and teaching methods used. This places the teacher in the “cooperating teacher pool” and a match is made with a teacher candidate based upon consideration of several factors.

2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

The BPPP coordinators, Dr. Charles Zartman, Jr. and Dr. Esther L. Larocco maintain substantive dialogue with subject matter providers through knowledge and review of course syllabi, formal and informal contact through various advisory

committees, and Liberal Studies and CPC (Credential Program Coordinators) meetings. Dr. Larocco has been consistently advising on a weekly basis undergraduate students in the Liberal Studies Office for over ten years. Program brochures, advising pamphlets and curriculum descriptions assist in candidates' transition into the professional education program. Potential candidates schedule individual advising appointments with the BPPP Advisers throughout the year.

The BPPP candidates are required to take EDTE 289C, Practicum in Multilingual/Multicultural Classroom Settings [TAB 4] during the last year as an undergraduate. This course substantially eases the candidates' transition into the professional preparation year. Taught by BPPP faculty, the course introduces candidates to various issues in education, provides an overview of the professional preparation program and requires participants to work a minimum of 30 hours in a classroom. For the classroom experience component, prospective candidates are placed, whenever possible, in a classroom with a BPPP cooperating teacher and with a candidate who is currently in the BPPP. Often the prospective candidate, is placed the following year for one of the two professional program semesters with the same cooperating teacher they observed for EDTE 289C.

2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based field work component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

After an initial ten-week focus on coursework content, candidates spend all but ten days in classrooms with the cooperating teachers to whom they are assigned, engaging in daily planning sessions, teaching, and classroom management. They are involved with parent and staff interactions, faculty meetings, in-services, and all other regular public school functions. Multiple subject candidates spend one full year in two different classrooms, simulating the role of teacher-in-charge and developing ever-increasing insight about the public school culture, policies, and expectations. Single subject candidates are assigned to one school site, but often have two cooperating teachers. They are expected to become part of the fabric of the school prior to taking full teaching responsibilities for two periods each day during the second semester.

BPPP faculty are or have been members of various task forces in the Chico Unified School District, consultants to local district developing new bilingual programs, and program evaluators. In addition, the faculty has participated in Commission on Teacher Credentialing, Accreditation Reviews- Team Leader (ongoing), Educational Testing Services, TPE Development Advisory Task Force (2003), Washington Organization for Reading Development Conference presentations (2002-03), and International Reading

Association conference presentations (2002-03), the Science Subject Matter Project and California Reading Literacy Project Information is gathered through Chancellor's Office Questionnaires, School, Department, and Program Graduate follow-up Surveys, and local administrator and teacher participation on the BPPP Advisory Committee. Program design and delivery components are modified regularly to meet changing needs and reflect research-based methods.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

During the 2002-2003 academic year, the BPPP faculty has initiated a working relationship with three Beginning Teacher Support and Assessment (BTSA) programs: Butte County BTSA, the Northstate BTSA, and the Tri-County BTSA (Colusa, Yuba and Sutter Counties). Some of the BPPP cooperating teachers are also BTSA support providers. Former BPPP candidates who teach in local school districts are now also serving as BTSA support providers. These graduates facilitate the ongoing relationship with new program graduates and have helped to maintain the strong positive reputation that the BPPP has in northern California.

The BPPP has made concerted efforts during the past four years to align program elements with the California Standards for the Teaching Profession (CSTP) and formative assessment processes. These efforts will assist candidates as they participate in teacher induction programs. Program graduates have reported that the preservice emphasis on the CSTP has been a substantial reason for the smooth transition to inservice program requirements. The new TPEs are closely linked to the CSTP and will also facilitate this transition.

2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

The BPPP has been awarded substantial federal funding from the U.S. Department of Education Office of English Language Acquisition (OELA). Candidates qualify for the generous scholarships that are part of the BPPP award. BPPP candidates receive through the Title VII Grant, *Open Door*, full tuition for both semesters, a \$250 book/technology stipend and a \$250 professional development stipend for the academic year, and nine, \$200 monthly stipend payments. Funding also includes support for technology hardware and software and other educational materials that are shared between the BPPP faculty and candidates. *Open Door* also

provides funds to hire three California Subject Matter Projects presenters [Mathematics, RISE, and Science] to work with program faculty in the planning and delivery of coursework. During the 2002-2003 academic year, grant funds have also paid for a faculty member's and the six single subject candidates' participation in the year-long Foreign Language Project Institutes. As a result of this partnership with subject matter projects, several of the BPPP graduates have been given whole or partial scholarships to the Science Project Summer Institute for the past two years.

Cooperating teachers are also provided with incentives such as some university credit for work as a cooperating teacher (in process). These are a small honorarium for the incredible effort, mentoring and professional dedication they provide for the teacher candidates.

STANDARD 3

Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

The BPPP provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. There are several assignments throughout the program where candidates are asked to formally observe lessons in their fieldwork and analyze them based on specific criteria related to concepts presented in coursework (e.g., foundations of laws and regulations in public education, philosophies of education, first and second language acquisition and development, issues of diversity). In addition to this analysis, candidates must also provide a rationale, based on course readings and discussions. In the rationale, candidates discuss why these characteristics or principles are effective instructional practices and how these may or may not lead to higher order thinking, a goal for all students. Several assignments have candidates analyze discipline specific instructional programs at their field placement and relate them to the concepts presented in coursework. These assignments are also aligned with the TPEs. Another set of assignments has students adapt lessons from curriculum materials implemented at their field placement to better meet the needs of the students in their classrooms, specifically those of ELs and special populations, by using instructional strategies, grade specific organizational strategies for L1 and L2 instruction, and appropriate formal and informal assessments. In the courses, candidates present instructional strategies, selected from required and recommended texts, to demonstrate how they could be applied in their field placement. Candidates are required to design instructional programs and classroom management programs that are based on the principles introduced in course readings, lectures, and discussions. Candidates must follow their CT's management system or make the necessary adaptations to fit their style and needs when they are working with small groups and the whole class. Finally, candidates are asked to carry out initial assessments, design appropriate interventions, keep track of student progress, evaluate progress and make recommendations for future instruction.

To facilitate the link between practice and theory, supervisors receive an extensive packet of instructional strategies presented and/or implemented in the university coursework. This effort enables supervisors to assist candidates in meeting the requirements in the Multiple and Single Subject Field Responsibility Forms (FRF) [TABS 36 – 39]. The FRFs require candidates to implement, in their field placement, strategies that have been introduced in the coursework. University supervisors and cooperating teachers use the same Lesson Observation Feedback Form (LOFF) [TAB 32] to provide feedback for candidates after observing discrete lessons. Moreover, CTs complete a related Monthly Feedback Form (MFF) [TAB 33] at the end of each

month. The candidate must sign the MFF after the CT and the candidate have discussed its content. A copy of the MFF is provided for the candidate and the original is submitted to the University Supervisor. Twice during each semester, Supervisors complete the Progress Report Form (PRF) [TAB 34] for each candidate they are supervising. This information is shared with the candidate and the CT at the mid-semester Three-Way Conference and the Final Three-Way Conference. All three forms, the LOFF, MFF and PRF are based on the thirteen TPEs. This process is explained in greater detail in Standards 15 and 18.

3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

The BPPP prerequisite coursework, program coursework and fieldwork are structured to facilitate the coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms. Prerequisite courses provide a basic introduction to foundational issues and theories. In these courses candidates begin to examine the relationship of theory and practice by comparing and contrasting what they observe in the fieldwork, associated with the courses, and the course readings, lectures, discussions, and assignments. These issues and theories are further developed during the program coursework and fieldwork. Through multiple and varied assignments, candidates are expected to conduct an in-depth analysis of the relationship between theory and practice, to implement instructional practices that are theoretically sound, and to reflect on their practice based on the theoretically principles they have learned.

For example, in the prerequisite course, EDTE 289C: *Practicum in Multilingual/Multicultural Classroom Settings* [TAB 4], candidates are introduced to a range of models in education philosophy at the beginning of the semester. After reading and discussing models such as Essentialism, Progressivism, and Reconstructionism, reflecting on where in the continuum their own ideas about education fall, and analyzing the philosophical alignment of state curriculum frameworks and some programs implemented at their school site, candidates write their philosophy of education. The following year, when they enter the program, they are asked to revisit the philosophy of education written for EDTE 289C and make changes to better reflect their current beliefs based on the additional coursework and fieldwork they have experienced. At the end of the professional program year, candidates are once again asked to reflect on their philosophy of education as part of the professional portfolio required for EDTE 229G: Curricular Development, Instructional Strategies, and Assessment [TAB 21] and EDTE 246G: Subject Specific Content Instruction and Assessment [TAB 29]. The same process is followed with their classroom management philosophy.

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

Candidates are acquainted with research-based theories and principles of human learning and development through several prerequisite and program courses. In prerequisite courses such as PSY 202: *Child and Adolescent Psychology*, PSY 214: *Psychology of Teaching* and ENGL 121:

Principles of the English Language, and ENGL 232: *Theory and Practice of Second Language Acquisition*, Multiple Subject candidates study critical concepts related to child growth and development and first and second language acquisition and development. Through investigations, discussions, readings, research, and class presentations, candidates develop an understanding about how children learn, behave, grow and acquire language(s) in typical developmental patterns. Classroom observation components to undergraduate courses as in PSY 202 and ENGL 232 [TAB 6] require students to reflect on how theories inform school practices, and affect student conduct, attitudes and achievements. In addition, it is strongly recommended for undergraduates to take EDTE 289C: *Practicum in Multilingual/Multicultural Classroom Settings* [TAB 4] concurrently with PSY 214: *Psychology of Teaching*. This co-requisite enables students to understand how theorist such as Skinner influenced the beliefs found in Essentialism and how an Essentialist philosophy is evident in some school structures and in the design of certain curriculum materials and behavior management systems.

For Single Subject, BCLAD candidates this takes place through EDTE 246A: *Educational Psychology* [TAB 23]. In this course, single subject candidates, through class readings, discussions, and assignments, explore how developmental issues of adolescence impact classroom management techniques, the curriculum organization of, and instructional strategies selected for classroom implementation. Additionally, human learning theories are introduced and applied to classroom practices at the secondary level.

Another example common to Multiple and Single Subject BCLAD candidates is how first and second language acquisition/development theories and principles are: (a) introduced in prerequisite coursework; (b) expanded and analyzed throughout the program coursework; and (c) applied in program fieldwork. In prerequisite courses ENGL 121[TAB 5] and 232 [TAB 6], candidates are acquainted with theories of first language and second language acquisition. Developmental stages of first and second language acquisition are compared and contrasted. Candidates reflect on how theory affects approaches to teaching a second language. In the program, EDTE 229D: *Teaching English Learners: Literacy and Academic Access* [TAB 18] and EDTE 246D: *Teaching English Learners: Literacy and Academic Access in Secondary Settings* [Tab 26] review the theoretical principles and introduce instructional techniques and strategies that foster language development and provide access to academic content. Assignments for EDTE 229D [TAB 18] and EDTE 246D [TAB 26] require candidates not only to identify effective practices for English Learners (ELs), but also to reflect on the theoretical underpinnings that make the practices effective. Candidates are taught how to identify developmentally appropriate English Language Development (ELD) standards and to incorporate them into lesson objectives. This process is continued in the curriculum and instruction courses for multiple subject candidates, EDTE 229A: *Creating and Maintaining a Supportive Learning Environment* [TAB 15], EDTE 229B: *Curriculum Development and Instructional Strategies* [TAB 16] and EDTE 229G: *Curricular Development, Instructional Strategies, and Assessment* [TAB 21] and for single subject candidates, EDTE 246B: *Curriculum and Instruction* [TAB 16] and EDTE 246G: *Subject Specific Content Instruction and Assessment* [TAB 29]. These courses guide candidates in adapting existing curriculum materials and developing their own materials to meet the language and academic needs of ELs. Other assignments require the analysis of effective program elements for ELs and reflection on the theory and principles guiding program models and how they affect school policies, practices, and student behaviors, attitudes and outcomes.

Moreover, candidates are placed in classrooms with a significant number of ELs. The instructional techniques, strategies and adaptations practiced in the coursework presentations and

assignments constitute a repertoire of effective practices candidates can implement in their field placement. Cooperating teachers and university supervisors observe candidates regularly, elicit candidate self-reflection, provide oral and written feedback on lesson effectiveness and suggest alternatives.

3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

Guided by current research and sound pedagogical practice, the two-semester design of the BPPP features curriculum, instruction and assessment coursework and fieldwork based upon sound educational principles, especially those reflected in the California Standards for the Teaching Profession and in the Teaching Performance Expectations (TPEs).

Candidates are led through a carefully sequenced exposure in coursework to varied models of teaching and pupil assessment, learning in each simultaneous fieldwork assignment how to link the teaching and assessment processes to align the appropriate curriculum strategy and content to pupil needs. Candidates' ability to apply foundational concepts is continually monitored by university supervisors. Candidates are required to engage students actively in the learning process by using strategies ranging from direct instruction and cooperative learning to guided exploration and a constructivist approach. They are encouraged to reflect daily on their classroom interactions, lesson planning and delivery, behavior and instructional management, and teaching strategies.

In each of their curriculum and instruction courses (EDTE 229A [TAB 15], EDTE 229B [TAB 16], EDTE 229D [TAB 18], EDTE 229G [TAB 21] for multiple subject and EDTE 246B [TAB 24], EDTE 246D [TAB 26], EDTE 246G [TAB 29] for single subject) candidates learn to use, interpret, and develop a variety of assessment strategies and are required to use them in the classroom to inform daily instruction, monitor student growth and progress, and evaluate student skill development. The ongoing, frequent collaboration between and among university faculty and cooperating teachers affords candidates opportunities to develop teaching skills and competencies in a supportive, authentic, and engaging environment. In field experiences EDTE 229F [TAB 20] or EDTE 246F [TAB 28] Fieldwork and EDTE 229S [TAB 22] or EDTE 246S [TAB 30] Student Teaching, candidates consistently draw on the solid foundation built in the earlier and simultaneous semesters.

3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

In PSY 214 Psychology of Teaching, prospective candidates study a variety of learning theories, including behaviorist and constructivist theories and their applications in inquiry-based learning, motivational theories, and information processing. In each of their subsequent curriculum and instruction courses (EDTE 229A, EDTE 229B, EDTE 229D, EDTE 229G [TABS 15, 16, 18 & 21] for multiple subject and EDTE 246B, EDTE 246D, EDTE 246G [TABS 24, 26 & 29] for single subject), candidates apply this basic knowledge to instructional decisions made in the teaching of reading, mathematics, social science, science, and the fine arts.

A key recurring theme of the Bilingual Professional Preparation Program (BPPP) is “*Teacher as Decision Maker*”. Candidates learn that without informed decision making, effective instruction is left to chance. Candidates learn to investigate not only their own learning and to use not only their own perceptions of pupil learning, but also to seek verified student outcomes as they interact in authentic teaching experiences. This reflection process serves as a growth tool and an indicator of what is and is not effective teaching practice. It permits candidates to make informed changes in instructional practices and to analyze thoughtfully how lessons, materials, and decisions can be improved to ensure all students become successful learners. It requires candidates to consider the consequences of their efforts and to evaluate the implications of their actions. (Hudson-Ross & Graham, 2000; Darling-Hammond, 2000; Unwin & Caraher, 2000; Benner & Judge, 2000; Dewey, 1929,1933; Yost, Sentner, Forlenza-Bailey, 2000; Loughran 2002). The reflection process during the professional preparation sequences requires that candidates reflect daily on lesson design, implementation, student interactions and behaviors, and classroom management issues. Candidates learn to question, critique, and seek potential answers to daily educational problems and issues that arise in the classroom. Each question becomes an opportunity for growth as candidates reflect on and acquire new insights and understandings about the teaching/learning process. Revisions and modifications of lessons, procedures, assessments, and instructional units take place after careful consideration of data and through newly acquired insights.

The BPPP is designed to teach that instructional decisions must also be guided by ongoing student achievement and behavioral data. The student assessment component, of each curriculum and instruction course, focus candidates’ attention on the effectiveness of their teaching as measured by these multiple layers of student growth.

With this solid theoretical base, candidates apply their knowledge to interactions with students in field placements. They are guided to develop active learning experiences for students, give prompt feedback, and provide clear objectives and rationales for the lessons they teach. Additionally, candidates are encouraged to use a full range of materials and to respect the diverse talents and ways of thinking of the students with whom they interact daily. Clear communication, consideration of students’ developmental levels, and task analysis are required of candidates in their plans and interactions with students. Over the course of the year, candidates gradually increase their abilities to ask higher-level questions, foster critical thinking, and engage students actively in the learning process. They learn to scaffold learning, provide opportunities for practicing new skills and concepts, and to check frequently for understanding before expecting independent practice to occur (fieldwork, EDTE 229F or EDTE 246F Fieldwork [TABS 20 & 28] and EDTE 229S or EDTE 246S Student Teaching [TABS 22 & 30]).

3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

The BPPP is designed in the belief that candidates must exit the program with a wide variety of instructional skills, strategies, and techniques to meet the diverse needs, interests, language proficiency skills and literacy levels of children in today’s public school classrooms and to ensure that all children have access to the core curriculum. Candidates are first exposed to instructional models in EDTE 229B Curriculum Development and Instructional Strategies

(multiple subject) [TAB 26] or EDTE 246B Curriculum Development and Instructional Strategies in Secondary Settings (single subject) [TAB 34]. Each of the curriculum and instruction courses that follow, introduces and guides candidates' use of varied models such as direct instruction, concept attainment, inquiry, cooperative learning, team teaching, and other applications of constructivist and behaviorist theories. In EDTE 229D Teaching English Learners: Literacy and Academic Access [TAB 18] or EDTE 246D Teaching English Learners in Secondary Settings: Literacy and Academic Access [TAB 26], candidates participate in and learn about a variety of appropriate strategies to help all learners, but especially English learners, enhance language skills and gain access to core curricular concepts. They are required to apply this range of strategies appropriately when designing lessons for children; they receive feedback from university supervisors and cooperating teachers on the effectiveness of these strategies applied in their teaching as they engage in specific instructional strategies modeled by program faculty during seminars. Candidates are placed in classrooms where they are required to apply strategies that enhance English language development and promote access to core curriculum. In unit planning, candidates are required to provide a written rationale for lessons including objectives targeted, standards addressed, and specific strategies selected. The Basic Instructional Model (BIM) provided in EDTE 229A Creating and Maintaining a Supportive Classroom Environment (multiple subject) [TAB 15] and in EDTE 246B Curriculum Development and Instructional Strategies in Secondary Settings (single subject) [TAB 24] provides evidence of this implementation. Further evidence of compliance to this standard is found in Standard 4a and c.

STANDARD 4

Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

This standard, closely aligned with Standards 3, 11, and 12, describes the essential link of theory with practice and addresses the importance of reflection and the need for clearly defined rationales and procedures for instructional decisions to be made in the classroom. These are key organizing principles in the Bilingual Professional Preparation Program (BPPP) since candidates specifically are being prepared to meet the wide range of pupil needs in California schools. Candidates in the BPPP are required to test and evaluate a variety of instructional strategies and to articulate a solid rationale for the selection and application of specific strategies used when working with students in field experiences.

Within their role as responsible decision makers, candidates must be able to enunciate clearly the “whys” behind their decisions about designing and implementing standards, objectives, strategies, and activities as well as their decisions about choosing, designing and interpreting informal and formal assessments in their classrooms. Candidates learn to plan and pilot instructional modifications of daily lesson plans to meet the needs of all learners. This lesson planning, and eventually unit planning, is carefully tied to the California Frameworks, state-adopted materials, content standards and ELD standards, which are introduced in the prerequisite course EDTE 289C: Practicum in Multicultural Classroom Settings [TAB 4] and further developed in the first semester multiple subject courses EDTE 229A Creating and Maintaining a Supportive Learning Environment [TAB 15] and EDTE 229B Curriculum Development and Instructional Strategies [TAB 16] and the single subject course EDTE 246B: Curriculum Development and Instructional Strategies [TAB 24]. During the second semester, candidates ensure full access to the core curriculum for all students by developing units based on the content standards and the ELD standards in the multiple subject course, EDTE 229G: Curricular Development and Assessment [TAB 21]. Single subject candidates develop a unit in their specific discipline using the appropriate content standards for the course, EDTE 246G: Curricular Development and Assessment in Secondary Settings [TAB 29]. Candidates learn to adapt lessons for students with special needs in the multiple subject course EDTE 229E: Teaching in Inclusive Settings [TAB 19] and in the single subject course EDTE 246E: Teaching in Inclusive Settings [TAB 27]. Required readings or educational literature provide opportunities for candidates to develop a professional knowledge base of sound pedagogical principles and practices. This ongoing reflection requires candidates to analyze the outcomes of each lesson and to make modifications and revisions as appropriate to meet the needs of all learners in the

classrooms in which they participate. University supervisor and cooperating teachers provide candidates with feedback on their analysis and their modifications as part of the fieldwork courses EDTE 229F and EDTE 229S [TABS 20 & 22] for multiple subject candidates and EDTE 246F and EDTE 246S [TABS 28 & 30] for single subject candidates.

A complete discussion of the implementation of these program design concepts is found in the Standards 11 and 12 text that follows.

4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

BPPP coursework in curriculum and instruction provides candidates with a systematic study that is sound and inclusive enough to accommodate a wide variety of pedagogical approaches and promote constructive dialogue regarding the outcomes and merits of each approach. The program emphasizes curriculum and instruction as a field of professional practice that has multiplicity of forms; is focused in the classroom but deeply intertwined with several contexts from local to global; and is a shared, collaborative work. Candidates are expected to show competence in both their careful choice of instructional strategies and their ability to articulate those choices. The introduction to general principles of curriculum and instruction in EDTE 229A, EDTE 229B and EDTE 246B [TABS 15, 16 & 24], is reinforced and amplified in the second semester curriculum and instruction courses. The candidate learns and uses instructional strategies appropriate for individuals with diverse learning styles through the completion of assignments and activities in the following coursework and fieldwork: (multiple subject) EDTE 229C Reading/Language Arts [TAB 17]; EDTE 229D Teaching English Learners: Literacy and Academic Access [TAB 18]; EDTE 229E Teaching in Inclusive Settings [TAB 19]; EDTE 229G Curricular Development and Assessment [TAB 21]; EDTE 229F Field Experience [TAB 20]; EDTE 229S Student Teaching [TAB 22]; (single subject) EDTE 246C Teaching Reading/Language Arts [TAB 25]; EDTE 246D Teaching English Learners in Secondary Settings: Literacy and Academic Access [TAB 26]; EDTE 246E: Teaching in Inclusive Settings [TAB 27]; EDTE 246G: Subject Specific Content Instruction and Assessment [TAB 29]; EDTE 246F: Field Experience [TAB 28]; and EDTE 246S Student Teaching [TAB 30].

Each of these experiences includes repeated practice in the self-analytical cycle of diagnostic and prescriptive teaching that characterizes the BPPP curriculum. In EDTE 229G [TAB 21] and EDTE 246G [TAB 29], candidates learn and use assessment skills including teacher-made, curriculum-based measures that assess both student progress and the effectiveness of the instruction in both primary and second language assessments. Thus, the candidate learns to use self-reflection as well as data obtained from systematic student assessment in order to choose materials and strategies for a wide range of student needs. A complete discussion of the implementation of this program design concept is found in the Standard 12 text that follows.

4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

In prerequisite coursework including SPED 143 Overview of Special Education [TAB 14], ENGL 232 Theory and Practice of Second Language Acquisition [TAB 6], EDTE 289C Practicum in Multicultural Classroom Settings [TAB 4] and EDUC 102 Access and Equity in Education [TAB 3], prospective candidates become well informed on contemporary issues of schooling through discussions, assigned and/or self-selected books and journal articles, presentations and quick writes. Once candidates start the program coursework, reading and discussions of contemporary issues in California schools continue. From this perspective of authentic classroom experiences, contemporary issues become realities for candidates. As they participate in parent conferences, planning sessions, in-services and interactions with cooperating teachers and other on-site specialists who deal with the effects of social, emotional, political, personal, cultural and literacy issues on a daily basis, candidates begin to understand the realities involved in teaching and managing classrooms. They gain competence and confidence in responding to student needs and in making decisions in the arena of the classroom.

Written journal entries are an avenue for reflection on contemporary classroom issues and experiences and for exploration of the effects of such issues in daily classroom practices. Assigned readings are intended to serve as the basis for ongoing professional development in the areas of psychology, methodology, curriculum, and foundation issues. A complete discussion of the implementation of this program design concept is found in the Standard 11 text, which follows.

4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

As stated earlier in Standard 3 text, one of the guiding principles of the BPPP is the importance of reflection in professional development. Reflective teaching is seen as a long-term goal of the program, one that requires consistent challenges and practices throughout the two semesters. Candidates learn to examine lessons critically, to evaluate interactions with children and assess instructional and management practices. Beginning in EDTE 289C Practicum in Multilingual/Multicultural Classrooms [TAB 4], when candidates write their philosophy of education, their required written reflections encourage them to question, examine, and analyze their pedagogical practices in relations to all students, especially in regards to ELs, and in the process, develop new insights and gain new understandings about the teaching/learning process. Reflection becomes the vehicle through which candidates analyze their professional growth, develop new goals, and make informed instructional decisions on behalf of students. As the two semesters progress, candidates refine the philosophy of education they held in early stages of preparation.

Their perceptions of effectiveness are, in the next steps of ongoing analysis, tested against observations and data documenting student growth. EDTE 229G and EDTE 246G [TABS 21 & 29], in the second semester of this professional program sequence, assists multiple and single subject candidates in sharpening their perceptions and vastly increasing their ability to define goals and modify classroom experiences for all students based on ongoing student assessment.

Candidates' competency in these skill and behaviors is assessed in multiple subject fieldwork courses EDTE 229F Fieldwork and EDTE 229S Student Teaching [TABS 20 & 22] and in

single subject fieldwork courses EDTE 246F and EDTE 246S [TABS 28 & 30]. University supervisors provide written feedback on each of the six domains of the Teacher Performance Expectations (TPEs) after each formal observation [TAB 32] and in the two Progress Reports per semester [TAB 34]. Cooperating teachers also provide written feedback and rate students on their progress toward meeting the TPEs each month [TAB 33]. A complete description of the implementation of this design concept is found in Standard 12 text that follows.

4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California's economy and culture.

In EDTE 289C [TAB 4], candidates are required to analyze each of the California curriculum frameworks to understand the content, appropriate strategies, developmental continuum, and related standards of performance. This analysis is furthered as candidates review and utilize state-adopted texts and other instructional materials. This exploration is an integral part of the BPPP's multiple subject curriculum and instruction courses EDTE 229A, EDTE 229B, EDTE 229C, and EDTE 229G [TABS 15, 16, 17 & 21] and in the single subject curriculum and instruction courses EDTE 246B, EDTE 246C, and EDTE 246G [TABS 24, 25 & 29]. Using information learned about human growth and development in prerequisite courses, PSY 202 Child and Adolescent Psychology and PSY 214 Psychology of Teaching and understandings about California's changing demographics learned in EDUC 102 AND EDTE 289C [TABS 3 & 4], candidates are required to develop lessons using a variety of appropriate strategies.

BPPP courses and fieldwork sharply focus on the principles and practices of teaching basic academic skills and content areas with an emphasis on the responsibility of the teacher to provide access to core curriculum for all students. The following definition of curriculum serves as a starting point for developing candidates' understanding of the complexity of the subject: curriculum refers to the content and purpose of an educational program together with their organization (Walker, 1990). Core courses include opportunities to study and utilize the content of the California subject matter frameworks and the California content standards, write and critique detailed lesson plans including goals and objectives, study major philosophies and approaches to education, and study principles of instruction for developing cognitive, affective, and psycho-motor processes. Candidates create lessons that demonstrate their understanding of language arts instruction, using both primary and second language organizational strategies, language and content assessment, developing students' abilities to transfer language and literacy skills, and the development of higher order thinking. In addition, candidates demonstrate the ability to ingrate students' prior knowledge and culture throughout lessons.

In the two semesters, candidates develop competence through a carefully integrated structure of university coursework experiences and simultaneous field experience designed to connect relevant research and practice. Bilingual candidates use the state adopted California Subject Matter Frameworks and respective content standards and the ELD standards to identify learning goals and outcomes and developing language and content area learning objectives for the lessons they plan, design, and implement with students throughout the year. From ongoing courses and discussions, daily participation in field placements, and access to the internet, candidates learn to

use a variety of resources for lesson development. Their competency in these areas is assessed in multiple subject fieldwork courses EDTE 229F Fieldwork and EDTE 229S Student Teaching [TABS 20 & 22] and in single subject fieldwork courses EDTE 246F and EDTE 246S [TABS 28 & 30]. University supervisors provide written feedback on each of the six domains of the Teacher Performance Expectations (TPEs) after each formal observation (Lesson Observation Feedback Form [TAB 32]) and in the two Progress Reports per semester [TAB 34]. Cooperating teachers also provide written feedback and rate students on their progress toward meeting the TPEs each month (Cooperating Teacher Monthly Feedback Form [TAB 33]).

4(e) The program fosters each candidate’s realization that the analysis and assessment of alternative practices promote a teacher’s professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

As discussed, learned, and practiced in the prerequisite course EDTE 289C [TAB 4], candidates’ ongoing reflection of their lesson plans and delivery is required throughout the program year.

Throughout both semesters, candidates continually practice the “teach-evaluate- reteach/modify” cycle of instruction and reflection. The program’s curriculum and instruction strand (especially EDTE 229B, EDTE 229D, EDTE 229G; EDTE 246B, EDTE 246D and EDTE 246G [TABS 16, 18, 21, 24, 26 & 29]) present multiple paths to teaching, assessment, and reflective practice. This practice is implemented on the written lesson plans, in follow-up conferences with supervisors and/or cooperating teachers, in journal entries, and in written lesson self-reflections.

Having a repertoire of effective strategies and knowing when and how to apply each one enables candidates to help all pupils acquire and construct new skills and concepts directly, inductively, through exploration, and with careful guidance and support. A variety of ongoing assessments inform candidates about the students with whom they work. Subsequent lessons are based on a clear understanding of students’ needs, abilities, strengths, and interests. Class discussions on pupil integration issues, parent conferencing, assessment, curriculum development, and working with English learners enable candidates to gain valuable information about what to consider when designing meaningful, active learning experiences for all students. Candidate competence in these skills and behaviors is assessed in multiple subject fieldwork courses EDTE 229F Fieldwork and EDTE 229S Student Teaching [TABS 20 & 22] and in single subject fieldwork courses EDTE 246F and EDTE 246S [TABS 28, 30]. A complete description of the implementation of this program design concept is found in Standards 11 text that follows.

STANDARD 5

Equity, Diversity, and Access to the Core Curriculum for All Children

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access to the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Education Code 587, Statutes of 1999, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

The professional preparation programs in the Department of Professional Studies in Education (PSED) prepare candidates to provide equitable access to the core curriculum for all students. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to recognize principles of educational equity and diversity, and implement appropriate instructional approaches which build on these principles, over the course of their undergraduate prerequisite, and professional program coursework.

There are four prerequisite courses taken by all BCLAD candidates during this stage of professional development that relate directly to diversity in California society. HIST 35 [TAB 7], CHST 158 [TAB 2], either LAST 50 [TAB 8] or SPAN 150 [TAB 13] and either EDUC 102 [TAB 3] or SOSC 102 address immigration, political, social, cultural, and other issues which affect the culturally and linguistically diverse students attending California schools. In EDUC 102, candidates identify barriers students face to full participation in the school program, and explore possibilities for assisting students in overcoming these barriers. In HIST 35, candidates study sociocultural, political, and historical developments that affect Mexican-American students. In CHST 158, candidates examine social changes in areas such as immigration, demographics and stratification. In LAST 50 and SPAN 150, candidates are introduced to cultural, social, economic, and political issues extant in contemporary Latin American society that includes understanding of the values, beliefs, and expectations of the culture. Through the combined content of these prerequisite courses, candidates begin to develop an understanding of the cognitive and pedagogical factors influencing access to the core curriculum and the need for using a variety of techniques, instructional strategies and assessment practices to insure equitable access for all students.

The Bilingual Professional Preparation Program (BPPP) has designed multiple systematic opportunities for candidates to have meaningful field experiences as an undergraduate student. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hours of early classroom experiences. In some prerequisite courses, assignments direct undergraduate students to work in a classroom setting. For example, in ENGL 232 [TAB 6], course participants must have a Conversation Partner who speaks a language other than English. Prospective candidates also work in a classroom setting as part of the PSY 214

course. Undergraduate students chronicle their field-based experiences associated with this course. This journal documents the success of their classroom teacher in building motivation and student self-concept. In addition, prospective bilingual candidates are encouraged to participate in professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, California Mini-Corps, Educational Talent Search, Teacher Diversity Program and Upward Bound to satisfy these hours. In addition to the mandated 45 hours of early classroom experience and course related field placements, all candidates considering enrollment in the Bilingual Professional Preparation Program must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C/SPED 289C, the capstone undergraduate field-based course. Whenever possible, prospective candidates are mentored by a candidate in the respective professional program and placed in a classroom with a significant number of ELs and with a cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. This field experience is deliberate and systematic and begins to develop candidate competencies to deliver comprehensive instruction that insures equitable access to the core curriculum for all students.

In the Professional Preparation Program Coursework, candidates continue to (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice. The key course in addressing equitable access to the core curriculum for all students is EDTE 229D. In this course, candidates focus on developing appropriate educational practices that provide all students with opportunities to develop comprehensive access to the core curriculum. The professional preparation coursework systematically delivers content across a series of courses to ensure competency in meeting the educational needs of the diverse California student population. Therefore, candidates use the foundation established in EDTE 229D, to springboard into the classroom management, curriculum development, and assessment course series. In this series of courses, candidates are asked to make the connections between the principles associated with equal rights and opportunities for all students and instructional delivery. These connections are facilitated through the systematic implementation of effective strategies and the use of materials designed to insure candidates possess the ability to design curriculum and assess outcomes for all students.

During the Professional Preparation Program, classroom experiences assure each candidate at least one placement of 10 weeks or longer in a classroom where a significant number of the students are ELs and the cooperating teacher holds a BCLAD emphasis teaching credential. Candidates implement and reflect on instructional practices and materials that promote English language development, the rapid acquisition of listening, speaking, reading, and writing skills in English, and equitable access to the core curriculum for all students. Assignments in coursework include, but are not limited to, requiring candidates to: (a) plan and deliver effective features of an enriched educational program that provide access to the core curriculum for all students; (b) develop and present individual lessons and instructional units that utilize strategies which motivate and provide access to the core curriculum for all students; (c) understand the importance of their students' family background, experiences, demographics, roles and status; and (d) analyze the existing support system(s) to insure the absence of personal or institutional bias in service delivery to the ELs in their classroom. In addition, bilingual candidates are provided with multiple and systematic opportunities to develop and present content area lessons in their students' primary language to insure equitable access to the core curriculum.

The BPPP, through prerequisite and professional preparation program coursework, along with structured experiences in the field setting, prepare candidates in each of the twelve knowledge and skills areas of the Culture Emphasis Test within the BCLAD examination. A matrix is provided following the response to 5f which identifies the primary programs' components where candidates develop the knowledge and skills required in the twelve areas.

The following section substantiates the high standards that the Bilingual Professional Preparation Program implements to insure program quality.

**PROGRAM ELEMENTS FOR STANDARD 5:
EQUITY, DIVERSITY and ACCESS to the CORE CURRICULUM**

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

The prerequisite course, EDUC 102, provides the opportunity to examine specific demographic information, current conditions, court cases, ballot initiatives, and laws affecting the California school population and the implications of these realities for educators. Candidates are introduced to the current conditions faced by the California student population through course readings and in-class lectures, and are provided with models used by educators in responding to these conditions in an effective manner. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes to be successful in examining the principles of equity in education for all children that includes values, beliefs, and expectations and includes such topics as social customs, work and leisure systems, political and economic and legal educational systems formal and informal. EDUC 102 [TAB 3] introduces candidates to the different program models designed to meet the needs of a culturally and linguistically diverse student population. In EDUC 102 candidates also receive preparation that assists them in determining the extent to which the different models promote language development, access to the core curriculum, equity, and high achievement for all students.

In the prerequisite course, EDTE 289C, Introduction to Multilingual/Multicultural School Settings [TAB 4], candidates examine ongoing societal, linguistic, historical and cultural changes, which have led to educational reforms for a diverse student population. Candidates also identify and discuss instructional strategies designed to make content comprehensible to all learners through discussions of different learning styles and by providing the instruction to match all student populations within a part of the classroom. Candidates are asked to keep written reflections of the strategies and techniques observed in their mandatory 30 hours of classroom observation in a class with diverse learners: These settings include primary language support and instruction and structured immersion settings. Candidates bring these written reflections of California school settings to course discussions. Candidates are asked to write a Belief Paper stating their understanding of best practices in reaching students from diverse backgrounds as per class discussions and course readings.

In EDTE 229D/246D [TAB 18 & 26], candidates identify the characteristics of various service delivery models, and the benefits and drawbacks associated with implementation. Given the crucial nature of reading and writing skill development for all students, candidates at this stage in our program analyze Reading/Language Arts state standards in EDTE 229C, and integrate these standards and the California English Language Development Standards into curriculum development activities in the curriculum and instruction courses. Candidates determine essential components for instructional programs including use of L1 and L2 to transfer language and literacy skills and demonstrate how these components will systematically advance all students into the state-adopted reading/language arts student content standards and framework. In the ELD Program Rationale Assignment for EDTE 229D, candidates must develop a philosophy and select goals to drive an ELD program of their own design.

In course EDTE 229E/246E [TAB19 & 27], candidates take a closer look at issues related to Special Populations. Issues of diverse learning styles, language acquisition levels and cultural backgrounds are discussed. Candidates develop a strong understanding of the needs of the learners as well as an awareness of their specific needs and learning styles. Numerous strategies of how to address the various learning styles seen in a classroom are presented, with the emphasis on the development of higher order thinking skills in both L1 and L2, according to the needs of the learners. Candidates identify and implement a number of strategies and assessment alternatives to meet the needs of the exceptional learners in an inclusive setting in their student teaching field experiences. Assignments for this course are integrated and applied into their field placements.

5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

In HIST 35 [TAB 7], CHST 158 [TAB 2], either LAST 50 [TAB 8] or SPAN 150 [TAB 13] and EDUC 102[TAB3] candidates examine the historical, social, political, and literary traditions which affect the culturally and linguistically diverse students attending California schools. In ENGL 232 [TAB 6], candidates learn how background knowledge facilitates reading comprehension and access to the core curriculum. Candidates receive direct instruction relative to effective methods and strategies to develop student schema. These courses provide significant opportunities for candidates to study and discuss the historical and cultural traditions of the major ethnic groups in California society, and includes such topics as communications systems, greetings and saying goodbyes, apologies, naming and forms of address, turn taking, eye contact, and proxemics. Classroom discussions focus on ways to include the cultural traditions and community values and resources in designing and adapting materials that foster the development of all four language processes.

During the BPPP experiences, candidates have a variety of opportunities to plan, present, and evaluate instruction promoting effective ways to include cultural traditions and community values and resources in the instructional program of a classroom. Most notably in EDTE 229D, candidates evaluate the characteristics of effective methods and strategies designed to meet the needs of all students. Candidates are asked to develop and modify lessons using effective explicit instructional strategies to meet the needs of all students. Candidates explore how balanced strategies, such as direct instruction, reader's theater, teaching vocabulary in context, and using literature, all serve to motivate students, reinforce reading skills, and include cultural resources in

the instructional program of a classroom. In addition to course texts, candidates research web sites where they can access information about additional methods, strategies and materials. Candidates analyze lessons for the purpose of identifying techniques and strategies promoting culturally appropriate content for all students. Also, in the curriculum and instruction coursework, candidates identify English Language Arts and English Language Development State Standards to be addressed in the content areas. Candidates adapt an existing content area instructional unit, and later develop a unit that incorporates multiple and systematic opportunities, to promote access to the core curriculum for all students with an emphasis in promoting the historical and cultural traditions of the major cultural and ethnic groups in California society.

In field experiences, candidates present lessons and content area units that are responsive to students' background knowledge and cultural tradition. They receive feedback and suggestions from the cooperating teacher and university supervisor on their lessons' degree of effectiveness in enhancing achievement through building on and using the learners' home and community culture.

5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

The prerequisite course, EDUC 102 [TAB 3], provides the opportunity to examine specific demographic information, current conditions, court cases, ballot initiatives, and laws affecting the California school population and the implications of these realities for educators. The curriculum of this course includes detailing the rationale for, and benefits of, addressing diversity and culture in the classroom. Candidates are introduced to the current conditions faced by the California student population and are provided with models used by educators in responding to these conditions in an effective manner. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes to be successful in examining the principles of equity in education for all children. Candidates develop a rationale, consistent with state standards, for why issues of family background and culture should be addressed in the classroom. Second, candidates study examples of inclusive, supportive, cooperative classrooms in which no student feels like an outsider (i.e., *Embracing Diversity*, *Educating Esme*, *The Freedom Writers Diary*). Third, candidates identify barriers students face to full participation in the school program and develop solutions for assisting students in overcoming these barriers. Activities in this course require candidates to examine their personal attitudes toward people who come from a culture different than their own.

In the undergraduate course, EDTE 289C, Introduction to Multilingual/Multicultural Classroom Settings [TAB 4], candidates explore the philosophies of behavioral theorists as they pertain to creating and maintaining a positive classroom environment. Candidates gain a beginning understanding of the various principles and models to create a fair and equitable learning environment that contributes to the physical, social, emotional and intellectual safety of all students. Candidates explore their own belief systems and synthesize their beginning understanding in their Belief Paper submitted as part of the course. This same paper is further refined two additional times during their professional preparation program. In their 30 hours of observation in a multicultural field placement, a requirement of this course, candidates identify

successful classroom management practices that create a just, equitable, and democratic environment. Candidates analyze these practices and provide a rationale for their beliefs. Candidates discuss the various learning styles as part of any classroom and the teachers' role in providing an equitable learning environment for all learners. Gardner's research of Multiple Intelligence's, the various learning modalities and the California Standards for the Teaching Profession regarding Engaging and Supporting Students in Learning are discussed to ensure access to the core curriculum for all learners.

In EDTE 229A [TAB 15], candidates examine best practices relative to creating a supportive classroom climate that minimizes bias and contributes to the physical, social, emotional, and intellectual safety of all students. Candidates learn and begin to apply practices that create and sustain a just and democratic learning environment while working with English speakers, English Learners and Special Populations. Candidates assess the physical, social, and cognitive needs of all students and explain how the needs effect behavior in the schools. Candidates also examine effective communication practices in daily instruction (e.g.; classroom signals, body language, voice projection, clarity of language when giving directions and presenting instruction, cultural and linguistic factors that might effect communication, teacher expectations) to ensure candidates can and do create an equitable classroom environment. Candidates are expected to demonstrate these principles in their student teaching placements. Candidates receive written reflection from the university supervisor relative to the candidates' effectiveness in creating a positive and equitable learning environment for all learners.

In EDTE 229D [TAB 18], candidates study the elements in the different program models introduced in EDUC 102 [TAB 3]. The role of educators in minimizing bias in the schools is discussed. Moreover, candidates are informed about the processes involved in identification, placement, and assessment of ELs to ensure appropriate placement in instructional programs. Candidates are introduced to the California English Language Development Test (CELDT) and how student outcomes impact student placement in instructional programs. In the EDTE 229D Case Study assignment, candidates describe the students' family background in terms of emigration origin and rationale, home language and educational level. Candidates are presented with features of effective parent involvement for promoting participation in school activities. In addition, bilingual candidates discuss issues and principles of Multicultural Education. In EDTE 229D, bilingual candidates learn the procedures for implementing the state assessment program (STAR 9) as it relates to ELs and other students. In addition, candidates are asked to examine their own views regarding such topics as test bias and equitable instructional models. In EDTE 229C, candidates are taught how to integrate multicultural children's literature to build on students' family background and cultural experiences. They are also given criteria for the evaluation, selection and use of multicultural children's literature.

Candidates have at least one placement of 10 weeks or longer in a classroom with a significant number of ELs and a cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. Assignments in EDTE 229D, direct candidates to request information about the procedures followed for the identification of needs and selection of services to support the language and academic development of all students in their classroom. Through course assignments and field experiences, candidates are able to reflect on how a school and/or district is responding to the state and federal laws pertaining to the education of all students.

In EDTE 229E, candidates identify techniques and strategies to address the issues of social integration for students with special needs. Candidates discuss and learn about numerous teaching strategies to insure all students are given an equitable and challenging learning

environment. Special attention is given to strategies that promote social and emotional development for all students. Discussion of potential bias of students with Special Needs is discussed and strategies for successful full-inclusion practices are presented. Candidates are expected to demonstrate these skills and strategies on their field placements and university supervisors offer feedback on the progress of applying these strategies.

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

In prerequisite course EDTE 289C, candidates reflect on their own beliefs about teaching and learning. Issues related to personal cultural biases, language biases and gender biases are explored. Candidates discuss ways these biases may be exhibited in the classroom to students and the impact of teacher expectations on students' success. Candidates are asked to reflect on these issues and their own educational belief system through written reflections. Candidates are asked to describe the ideal classroom setting and specific strategies and techniques applied to create an equitable learning environment for all learners.

In course EDTE 229A [TAB15] or EDTE 246A [Tab23], candidates assess the physical, social, and cognitive needs of all students and explain how the needs affect behavior in the schools. Candidates examine effective communication practices in daily instruction that include classroom signals, body language, voice projection, cultural and linguistic factors that might effect communication, and teacher expectations as related to gender, English Learners and Specials Populations. Candidates discuss how gender and cultural biases may be exhibited and interpreted by students. Candidates are asked to submit a Philosophy of Education Paper that includes strategies that promote the social, emotional and intellectual success of all learners.

In course EDTE 229B [TAB 16] or EDTE 246B [Tab 24], Curricular Development and Instructional Strategies, candidates explore their own beliefs and feelings about the Math and Science content areas. Issues related to gender bias as they pertain to the Sciences are explored. Candidates are asked to read articles depicting the low numbers of women in the fields of Math and Science and discuss the implications. Candidates are asked to develop specific strategies that promote gender-fair learning environments and design a Science Based Unit of instruction that include these specific strategies. Candidates receive feedback from university supervisor of their own application of these gender fair practices in their daily teaching throughout their program placements.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

The prerequisite course, EDUC 102 [TAB 3], provides the opportunity for candidates to reflect on the diverse perspectives that exist in California classrooms. Activities in this course allow candidates to identify ways that alienation can cause student failure. This includes detailing the rationale for, and benefits of, creating an anti-bias classroom culture. The course handout, developed by Erica Hagen, serves as a springboard for discussion and action relative to

the application of pedagogical practices which foster an inclusive, supportive classroom for all students. In ENGL 232 [TAB 6] and EDTE 289C [TAB 4], candidates investigate classroom processes and how classroom organization can promote or inhibit academic performance for all students.

In prerequisite course EDTE 289C [TAB 4], candidates reflect on their own beliefs about teaching and learning in diverse settings. Issues related to personal cultural biases, language biases and gender biases are explored. Candidates discuss ways these biases may be exhibited in the classroom to students and the impact of teacher expectations on students' success. Candidates are asked to reflect on these issues and their own educational belief system through written journal entries. Candidates are asked to describe the ideal classroom setting and specific strategies, techniques and practices that foster high expectations for academic performance and an equitable learning environment for all learners.

In courses EDTE 229A [Tab 15], EDTE 229B [Tab 16] and EDTE 229G [Tab 21] or EDTE 246A [Tab 23], EDTE 246B [Tab 24] and EDTE 246G [Tab 29] candidates demonstrate their understanding of pedagogical practices that foster high expectations for all learners. Candidates examine effective communication practices in daily instruction that include classroom signals, body language, voice projection, cultural and linguistic factors that might effect communication, and teacher expectations as related to gender, English Learners and Specials Populations. In the professional preparation program, candidates develop a professional philosophy statement that requires a systematic examination of personal and professional beliefs, and attitudes. Candidates articulate both philosophy and action relative to the application of pedagogical practices that create a fair learning environment for all of their students. In EDTE 229D/246D [TAB 18, 24], candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Díaz-Rico & Weed, 2002). Candidates are taught to apply their knowledge about learning styles to classroom organization to capitalize on students' strengths and maximize opportunities for language development. For example, cooperative learning strategies are presented to create classroom environments where all students have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group (Kagan, 1994). The instructional approaches and theories presented in EDTE 229D/246D [TAB 18, 24] are systematically developed in the curriculum and instruction course series where candidates apply them through strategies that promote academic performance for all students. Candidates are required to develop units and lessons demonstrating their application of pedagogical practice that foster high expectations of all learners. Candidates are provided with written feedback and support in meeting the needs of all learners through equitable practices.

As candidates assume full-time classroom responsibilities, they develop and deliver instructional activities that build academic achievement, language proficiency, social skills, self-concept, and other cognitive and affective skills for all students.

5(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

In SPED 143 [TAB 14], candidates learn about the significance of identification, assessment, and placement for all students in the most appropriate instructional program

available at a district. Candidates are also informed about the importance of initial progress monitoring, and summative assessments to assist students to have access to content knowledge in the core curriculum.

The interpretation of assessments for all students starts in the professional preparation program. In EDTE 229D [TAB 18], candidates learn the purposes, content and uses of California's English Language Development (ELD) Standards, and CELDT. The role of CELDT in the process of EL identification through redesignation is also explained. As candidates develop lessons and instructional units for this course or for courses in the 229 series, they are asked to identify ELD standard(s), as well as, content area standard(s) applicable for students in their classroom setting. The assessment practices included in these lessons and/or units must assess both the ELD standard(s) and the content area standard(s) identified. In Phase II assignments, such as the Case Study in EDTE 229D/246D [TAB 18, 24], candidates identify an EL's level of language proficiency using the appropriate assessment instrument(s), select ELD standard(s) as goal of instruction, design appropriate interventions, monitor progress, and evaluate final outcomes after a 4-6 week period. It is important to note that although the focus is on English language development, candidates are asked to implement the selected interventions and assess progress in content area lessons, as well as in language arts lessons. Cooperating teachers make seminar presentations on a variety of assessment instruments currently used in the CSU, Chico service area. Furthermore, candidates are asked to use multiple measures for assessment and a variety of assessment practices, including, but not limited to, teacher-made tests, performance based assessment and portfolio assessment. In addition, candidates develop rubrics that measure content knowledge in core curriculum at the various levels of language proficiency.

In addition to receiving feedback from a cooperating teacher and university supervisor on making grade appropriate or advanced curriculum content comprehensible to all students, candidates are also given feedback on their assessment practices. The connection between assessment and instruction emphasized in the 229 course series is brought to fruition in the field placement. Evidence of the candidate's ability to consistently incorporate assessment outcomes in the plan-instruct-assess-plan cycle for all students is essential for candidates to be recommended for advancement in their professional preparation program. In addition, candidates develop criterion reference tests for their instructional units and are given the opportunity to observe and/or engage in the administration of some standardized assessment instruments (e.g., CELDT, Adept, CBM, etc.).

In each course, candidates are asked to research appropriate teacher and family resources for students in the areas of Special Populations, English Learners, and students with other challenges seen in the California schools. The assignment also asks candidates to compile a list of resources available at their school sites. This is done with the idea that once practicing teachers, candidates will be able to assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities. Candidates will be aware of the resources available to themselves, their students, and families a part of their school sites.

CATEGORY B

Preparation to Teach Curriculum to all Students in California

Schools

STANDARD 6

Opportunities to Learn, Practice and Reflect on Teaching

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate's performance on pedagogical assignments and tasks, similar to those used in the institution's teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate's overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Candidates in the Bilingual Professional Preparation Program (BPPP) are explicitly taught each Teaching Performance Expectation (TPE) and are guided to understand, practice and reflect on each expectation through planned assignments in coursework and fieldwork during the two semesters of the program. Central responsibility for explicit instruction in the TPEs is held by each course that addresses the teaching of the specific Teaching Performance Expectation. TPE 13 is addressed throughout the program because the development of professionalism is foundational. Faculty has developed assignments that serve as formative assessments in each domain of the TPEs. These assignments assist candidates in developing the skills and knowledge they need in order to successfully exit the program and can be found on each syllabus in the program.

In coursework, candidates complete assignments that demonstrate competence in specific TPEs; these assignments often involve demonstration of the TPE in the field. For example, in EDTE 229B [Tab 16] and EDTE 246B Curriculum Development and Instructional Strategies [Tab 18], candidates adapt a science text to meet the needs of ELS using instructional strategies presented in EDTE 229D and EDTE 246D Teaching English Learners [Tabs 18, 26] and present it in their field placement. Candidates demonstrate and implement their understanding of methodology for primary language instruction that includes instructional delivery, language and content assessment in L1, use of L1 and L2, development of higher-order thinking skills in L1, and the evaluation and use of primary-language materials. This unit is submitted to the course instructor for assessment and credit in the course.

In addition to course assignments, there are four assessment forms that provide the underlying assessment structure for the university supervisor, cooperating teacher and candidate during the course of student teaching. The university supervisor and classroom cooperating teacher document specific evidence of each TPE during the course of each field placement and provide systematic and continuous feedback to the candidate during regularly scheduled observations and conferences (see Lesson Observation Feedback Form –LOFF-, Cooperating Teacher Monthly Feedback Form - MFF-, the Multiple and Single Subject Phase I & II Responsibilities Forms and the Progress Report Form –PRF- [TABS 32, 33, 34, 36, 37,38, 39] .

6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

Candidates begin their preparation in the BPPP prior to formal acceptance, when they enroll in EDTE 289C Practicum in Multilingual/Multicultural Classrooms [TAB 4]. This course includes an introduction to terminology included in the Teaching Performance Expectations that will prepare candidates for the multiple roles they will assume as future teachers. This course requires 30 hours (beyond the required 45 hours of early experience) of guided and structured observations and the completion of several assignments and a reflection journal based on the TPEs. Class discussions surround issues of teaching in each of the Teaching Performance areas with a concentration on developing professional attitudes and dispositions. These first experiences are followed during the professional year with two classroom placements each requiring teaching performance that demonstrates maturing competence. The BPPP requires that candidates understand the important connections between engaging and supporting all students in learning, through appropriate teaching strategies and curriculum design, whether students are being served in general or bilingual education settings. Candidates discuss their understanding of how the elements of professional practice affect each other in an effective learning environment in EDTE 229A Creating and Maintaining a Supportive Environment [TAB 15] and EDTE 246A Psychology of Teaching [TAB 23].

6(b) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPEs, and this feedback contributes to each candidate's preparation for the performance assessment.

Each course assignment and task during both two field placements of the BPPP are designed to provide learning experiences that promote the development of teaching competence both in the classroom and in coursework. Each written assignment is returned to the candidate with specific feedback and comments. Some assignments are repeated over the course of the year to challenge candidates to apply their own increasing awareness, knowledge, and skill. An example of such an assignment is the Philosophy of Education [TABS 4, 15, 21, 23,29] Formative assessments include field journal entries, lesson critiques, videotaped and critiqued lessons, three-way conferences at the beginning, and middle of each placement, and mid-semester progress report based on the TPE and TPA criteria. The formats of the formative assessments closely mirror those of the summative assessment. Individual verbal and written feedback occurs weekly through assignments, field journals, phone and email conversations, seminar discussions, and lesson observations and post conferences.

For example, in the behavior and classroom management strand of EDTE 229A Creating Supportive Learning Environments or EDTE 246A Educational Psychology [TABS 15 & 23] candidates develop a classroom management plan that includes organizational strategies for L1 and L2 instruction. The faculty member teaching the courses provides written feedback and

opportunity for revision of the assignment while the university supervisor and cooperating teacher provide feedback on the candidates' classroom management in the fieldwork setting. This assignment will become an entry in the candidate's professional portfolio assignment for EDTE 229G or EDTE 246G [TAB 21, 29] that provides summative evidence of competence in each of the TPEs. Furthermore, the BPPP has Exit Meetings at the end of each semester. At these meetings, BPPP faculty teaching the coursework and the candidate's university supervisor meets with each candidate individually. Each candidate is provided informative, helpful oral feedback regarding their progress toward meeting the TPEs addressed in each of the courses and is given their final progress report for the semester evaluating how they met the TPEs in the fieldwork. Highlights from the final letters of recommendation from the university supervisor and cooperating teacher are shared. Candidates must have all tasks on the Candidate Phase I or II Responsibility Form initialed by the cooperating teacher and/or university supervisor. Tasks are initialed to signify that the candidate's performance satisfied the relevant TPEs for the specific task.

6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

All tasks, formative and summative, are designed and assigned to monitor candidate progress and skill in the full range of teaching tasks required of beginning teachers. Candidates are required to demonstrate a repertoire of instructional and management strategies carefully selected and implemented to facilitate content learning and efficient, effective, healthy monolingual and bilingual classroom learning environments. Candidates plan, teach, and evaluate standards-based lessons and units in all content areas with ever increasing responsibility over the course of the year. They demonstrate gradually increased responsibility for classroom organization, student assessment, parent communication, materials selection, time management, and student discipline. The various course assignments, feedback forms, progress reports, candidate responsibility forms, and Phase I and Phase II Exit Meetings provide evidence of the formative and summative assessments within the program.

During the first semester, in EDTE 229F Fieldwork [TAB 20], multiple subject candidates progress from teaching isolated, cooperating teacher-selected lessons, usually in reading/language arts or math, to solo teaching for a minimum of three days, at the conclusion of the first semester that includes teaching in all disciplines. Multiple subject candidates change grade field placements and grade levels during the second semester. In the second semester fieldwork course, EDTE 229S Student Teaching [TAB 28], candidates gradually increase classroom responsibilities to solo teaching for a minimum of ten days, including teaching in all disciplines and all classroom management activities. In EDTE 246F Fieldwork [TAB 30], single subject candidates progress from teaching isolated, cooperating teacher-selected lessons, to taking over full teaching and classroom management responsibilities for a minimum of two periods for the second semester in EDTE 246S Student Teaching [TAB 30]. Formative and summative assessments occur in each course and within the fieldwork component through extensive documentation of teaching competence by the university supervisor and cooperating teacher [TABS 32, 33, 34, 40]. In addition, formative assessment is documented through the final recommendation letters written by the cooperating teachers and university supervisors at the end of each semester.

During each field placement, the teacher candidate, cooperating teacher and university supervisor confer during a midpoint 3-way conference [TAB 34]. The purpose of this conference is to discuss and assess candidate progress and monitor the development of teaching competence. This is an important assessment point because the results of the assessment at this point determine the steps needed to assure candidate success during the three-day solo teaching. Each candidate is assessed for readiness for solo teaching using the Progress Report Form [TAB 34] and then formally approved. The university supervisor schedules a minimum of two 30 – 45 minute visits or one lengthy visit (one or more hours) to the field site during the solo teaching and concludes the placement with a summative evaluation conference in which all of the evidence for meeting the TPEs is verified.

The Candidate Exit Program Portfolio is a requirement for all candidates. [TAB 21, 29]. Throughout the program, each candidate selects evidence of teaching competence as described by the Teaching Performance Expectations (TPEs). The portfolio sections are aligned with the six domains organizing the 13 TPEs. Candidates select a minimum of one coursework document and evidence from the fieldwork placement per domain that meet the TPEs in each domain. The documents selected under each domain are accompanied with a written rationale statement of why this piece of evidence illustrates meeting the TPEs in the specific domain. The portfolio is an integrated formative and summative assessment task that addresses the full range of pedagogical competencies required by the Bilingual Professional Preparation Program. It is one task in the embedded Teaching Performance Assessment (TPA).

STANDARD 7-B

Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Bilingual (BCLAD) Single-Subject content teachers, regardless of subject area concentration, are teachers of reading. (Technology in Literacy Education, 2002). ***EDTE 246 C: Teaching Content Area Reading/Language Arts in Secondary Settings*** [TAB 25] is part of the course sequences for candidates in the Single-Subject Credential Program.

Candidates begin EDTE 246 C during the Fall Semester. The objectives for this course in the BPPP Single-Subject emphasis incorporate relevant content as designated in this standard. Candidates develop an understanding of the factors that influence literacy through a new and unique online series of content area literacy modules called **“Technology in Literacy Education” (TILE)**. This literacy/technology program is an online series of 12 interactive modules for use by university single-subject faculty and their teacher candidates. Following is a list of the 12 TILE modules completed by candidates which allow them to discuss, reflect, and complete relevant assignments. The 12 interactive modules are incorporated into the course discussion that includes such topics as Module 1: What is Reading? , Module 2: Technology for Learning, Module 3: Assessment, Module 4: Fluency, Module 5: Vocabulary and Word Study, Module 6: Literacy Across Content Areas, Module 7: Writing to Learn, Module 8: Internet Literacy, Module 9: Creating Web Pages for Learning, Module 10: English Language Learners, Module 11: Speaking to Learn, Module 12: Engaging the Reader [TAB 25].

In the Spring and Summer of 2002, faculty in the Department of Professional Studies and Center for Bilingual/Multicultural Studies at CSUC participated in workshops held in San Diego, Ca. Titled, **“Training for University Educators”**. The literacy/technology online distance learning program was sponsored by the Center for the Improvement of Reading Instruction at California State University, Sacramento, and the San Diego County Office of Education, California State University, San Marcos and San Diego State University. The use of technology in K-12 teacher training programs included training for two innovative workshops for university reading faculty, **“Teaching Reading in Every Classroom”** (TREC CSU Training) and

“Technology in Literacy Education” (TILE CSU Training). University faculty were provided with a wide range of online literacy models and developed ‘hands-on’ learning activities to deliver instruction and literacy educational experiences for student teacher candidates. This innovative technology provided new and exciting ways to share information relative to the critical issues of literacy and technology and how to use it in the university and secondary classroom. Single subject university faculty participants agreed to integrate on-line literacy modules to provide instruction in reading methods with natural integration of technology for secondary school content classrooms. TILE university faculty learned how to incorporate streaming video from local CD, synced Web pages from the Internet, and to deliver modules of direct instruction in literacy as part of the single subject teacher candidate preparation program. The 12 modules’ main objectives included the following:

- To provide instruction in content area literacy methodology and pedagogy
- To help states meet the urgent challenges of preparing a sufficient number of new qualified teachers
- To prepare new teachers to incorporate technologies in their teacher practice to help all student meet high academic standards “ (TILE, 02)

Multiple documents that support and integrate each element relative to this standard include the following: 246C course syllabi [TAB 25], the BPPP Single-Subject emphasis Candidate Responsibilities Forms [TAB 38, 39], the Research, Observations and Reflection (Cortez, 02) [TAB 25], ROR: Key Concepts Connecting, the “Technology In Literacy Education Modules” to Professional Self-Reflection (Cortez, 02), Literacy Websites from “Teaching in Literacy Education (TREC) Educator’s Manuals for Technology in Literacy Education (TILE) and CD’s and samples of the Research, Observation and Reflection candidate work Educator’s Manuals. In addition, documentation is provided in the Exhibit/Document Room with the following supporting materials: The on-line”*Teaching Reading In Every Classroom Educators Manual* (TREC), the “*Technology in Literacy Education Educator’s Manual* (TILE) Manual and CD’s including samples of the Research, Observation and Reflection candidate work.

7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

Each single subject candidate studies the reading process and demonstrates the ability to organize systematic explicit skill instruction to promote fluent reading, including decoding and spelling. EDTE 246C course considers the theoretical foundations of language structure and first and second language learners; the systems of morphology, syntax, semantics, written and oral discourse that provide a comprehensive, systematic program of instruction that is aligned

with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework. Explicit skills instruction is balanced with multiple reading strategies that support literacy instruction in context provide a framework for student candidates. For example, as candidates begin to think critically about the reading process they learn from lecture presentations, in class activities and *Technology in Literacy Education* modules that cueing systems used for reading include a balanced approach to literacy instruction that includes knowledge and mastery of: grapho-ponic, syntactic, semantic cues through:

- CD reading module 1: “*What is Reading?*” candidates meet two teachers who talk about issues of reading in the content areas. Following a discussion of what is reading, the need for prior knowledge, decoding skills and comprehension, Single-Subject candidates watch students in secondary classrooms reading and who are effective and ineffective readers. This includes topics such as L1 and L2 literacy, L1/L2 oral language, a primary-language support. Through lectures, discussion groups and use of Technology CD’s, candidates discuss and self-reflect relative to what they can do to make students more effective readers in their content areas. (What is Reading? Nancy Farnan: International Reading Association Definition of Reading, 1988)

- CD reading module 7: “*Writing to Learn*” single subject candidates learn how writing facilitates learning by helping students explore, clarify, and think deeply about the ideas and concepts they encounter in reading.” (Vacca and Vacca, “Content Area Reading: Literacy and Learning Across the Curriculum, sixth edition, and 1999. In module 7 students further explore different techniques and writing activities: In this module, teacher-candidates will:
 - Consider the importance of using writing-to learn activities
 - Discover one way to teach summary writing
 - Watch a lesson using reflective writing
 - Observe two different approaches to using dialectical journals
 - Explore the use of electronic writing portfolios (TILE, 02).

This process of theory to practice is learned as single-subject candidates work with selected students from their school site placement. As part of their “*Research, Observations and Reflection, ROR*” assignments (Cortez, 02), students are assigned to tape a secondary students reading orally. Student teacher candidates then bring the reading samples to the university classroom. Integrated through instructor presentations, assigned textbook readings and supported through technology modules, student teacher candidates do reading assessments for each sample. Seminar assessment provides an instructor/student candidate hands on experience. As part of classroom analysis of each reading sample, candidates acquire background information about the different aspects of word recognition, comprehension and assessment.

Candidates are introduced to Informal Reading Inventory as a tool for gathering information on reading difficulties. *Informal Reading Inventory: Preprimer to Twelfth Grade* (Burns/Roe, 02) and *Ekwall/Shanker Reading Inventory* (Ekwall/Shanker, 93) provide background information on what is an Informal Reading Inventory, how teachers can administer scores, and how to use IRI’s to support reading proficiency. Classroom oral reading samples from their secondary site placement impact student-teacher candidates into understanding the many reading difficulties of all students, including the EL. In addition single subject candidates see the importance of literacy for students who must access secondary content area textbooks. As student-teacher candidates listen to oral reading samples, they also learn to score for word

recognition and comprehension. Issues of mispronunciation, substitution, refusal to pronounce, insertions, omissions, repetition, reversals and other reading difficulties are observed and administered. Issues of effective and ineffective reading, strengths and weakness including reading readability level and individual grade placement, and prognosis form the basis for group discussion and analysis.

7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

Attention is directed to the formulation of clearly identified teaching strategies through *TILE Modules*, seminar classroom presentations and practice. Course syllabi, course texts' and field supervision is coordinated so that key strategies are supported in field placements. Field supervisors are given a copy of key strategies presented in each course, so they can support candidates' implementation in field assignments. Additionally, in *EDTE 246D: Teaching English Language Learners: Literacy and Academic Access*, [TAB 26] many of the following strategies are also modeled and used for instruction. The following are key strategies presented in EDTE 246C: Teaching Content Area Reading/Language Arts in the Secondary School:

- (ii) Direct Instruction
- (iii) Reading Text Interactive/Shared Reading Introduction
- (iv) Strategies for Using Informal Reading Inventories
- (v) Word Walls for Content Area Teachers
- (vi) Partner Repeated Reading
- (vii) Graphic Organizers in Science and content area teaching
- (viii) Jeopardy
- (ix) Vocabulary SCREAM!
- (x) KWL Plus
- (xi) Writing to Learn
- (xii) JIGSAW
- (xiii) Using Folktales
- (xiv) Literature Circles

Single Subject Candidates discover the effective role of the above strategies and how they can be used to access academic content textbooks for the secondary classroom.

- Strategies are further explored through CD reading module 6: "*Literacy Across the Content Areas*", single subject candidates examine strategies across content areas and investigate how to use graphic organizers in their classrooms to stimulate thinking skills. For example, through Web content of a secondary classroom, candidates see a secondary teacher teaching to standards-based lesson plan and presentation on 'cause and effect on imperialism'.
- module 6, candidates also are introduced to a secondary teacher who uses graphic organizers and writing in his math classes to help secondary students understand and reflect on math concepts

As candidates view and interact with the TILE, streaming video and audio from local CD's and synced Web pages secondary-candidates also examine the use of technology as student presentation and collaboration.

Assignment and Assessment include:

- Teacher-candidate demonstrates sufficient creativity and initiative work as presented for TILE Modules Participation with TILE online series of 12 programs for uses Single Subject-candidates. (The program provides instruction in reading methods with natural integration of technology in secondary school content classrooms). Collection of student reading samples show attention to detail and are coordinated with ***Research, Observations and Reflection*** (ROR) in which candidates read in the read and discuss assigned texts, observe literacy in action through in class presentations and then reflect on reading instruction. Through faculty/student and student/student feedback, student teacher candidates learn to design activities and write self-reflections that are well organized, clear and written in a professional manner with no distracting mechanical errors.
- Participation with and Development of *Research, Observations and self-Reflection* (ROR) project [TAB 25]. This Project includes the requirements of the assignment as stated in ROR description. Collection of all materials is available for each of the Parts I-IV. Materials show attention to detail. Candidate's presentation of activities, design of activities and writing of self-reflections are well organized, clear and written in a professional manner with no distracting mechanical errors. Material is submitted on time.
- Complete written assignments/evaluations as per schedule. Candidate's presentation of activities, design of activities and writing of self-reflections are well organized, clear and written in a professional manner with no distracting mechanical errors. Material is submitted on time.

7B(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

(ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.

(iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.

(iv) Instruction and experience in promoting the use of oral and written language in a

variety of formal and informal settings including teaching writing strategies for increasing content knowledge.

Candidates in the program participate in a guided fieldwork as a component of university coursework. Through coordinated and integrated coursework in *EDTE 246C: Teaching Content Area Reading/Language Arts in Secondary Settings* seminar and *EDTE 246F: Field Experience*, the major ideas and emphases of the single-subject Content area reading in secondary settings course are extended.

to single subject school-site classroom. Teacher Performance Expectations (TPE)s in reading seminar are aligned and are represented in both **EDTE 246C** and **EDTE 246F [TAB 28]**. Center Faculty and university supervisors, who supervise field experience and who have subject specific knowledge meet together on a regular basis to discuss candidate competency, professional growth and candidate ability to satisfy all state adopted English Language Development (ELD), English Language Arts (ELA), Teaching Performance Expectations (TPE's) and other program requirements.

The program integrates practice in their particular subject area of specialization with specific approaches and strategies through:

- CD reading Module 1: **“What is Reading?”** and reading module 6: **“Literacy Across the Content Areas”**, candidates examine strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies, Through Module 7: **“Writing to Learn.”** candidates examine analysis of text structure, summarizing, questioning, and making inferences and teaching writing strategies for increasing content knowledge.
- CD reading Module 3: **Assessment:** students examine systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns. Throughout the literacy course, Single Subject candidates, “think critically about how assessment informs instruction, understand the importance of teaching to standards and common assessments and examine assessments such as Informal Reading Inventories and formal presentation from school site district evaluators for the California English-Language Development Test (CELDT). Candidates learn criteria for testing and assessment and receive background training.
- CD reading Module 7: **“Writing to Learn”**, Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge is examined as candidates: “Consider the importance of using writing-to-learn, discover one way to teach summary writing and observe two different approaches to using dialectical journals” (TILE, 02). Candidates see teachers use oral and written language as it is shared in small group and then whole class.
- CD Module 4: **“Fluency”**: Single Subject candidates, “recognize the relationship between fluency and reading comprehension, explore ways to build reading fluency in students, learn how to help students bread down multi-syllabic words” (TILE, 02). This is explored in

detail, as candidates analyze the collected oral reading samples that they taped as part of Informal Reading Inventory samples.

- CD module 10, “**English Language Learners**”, candidates learn strategies for promoting the transfer of primary language reading skills into English language reading skills. This includes topics such as teaching content in L1/L2, and building on and using the learners’ home and community culture and values, beliefs, and role of school culture of emphasis. The techniques that are presented and demonstrated in this module include scaffolding, shared reading, graphic organizers, that appropriate to making literacy comprehensible, engaging, and safe for English Learners.
- CD module 11, “**Speaking to Learn**”, teacher candidates discover the many different ways teachers can develop oral communication for all students including the English Learner. CD module 12, “**Engaging the Reader**”, the module shows ways to use literature for Sustained Silent Reading Interactive. Through two assigned adolescent books, *The Slave Dancer* by Paula Fox and *Shabanu* by Suzanne Fisher Staples, teacher candidates understand the advantages of using literature and literature circles to engage students with text.

7B(d) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

- Modules 1: “**What is Reading**”, and 10: “*English Language Learners*” combined with seminar instruction and assignments single subject candidates collect reading samples of secondary EL’s oral reading for purposes diagnosis and assessment. Strategies for individualized content area reading using adopted state secondary textbooks are examined for access to English Language Learners. Strategies for promoting transfer of primary language reading skills into English language reading are discussed in Module 1, “*What is Reading*”. Students also examine how, for example, a reading passage would be different for a second language learner. Literacy issues such as the process of reading would be similar for 1st and 2nd language readers that difficulty occurs with predicting words such as a, an, of, and in. Recognizing and interpreting formulaic and colloquial expressions such as Once upon a time and pretty as a picture. Lack of prior knowledge, deficiency in phonemic awareness, and comprehension skills. Candidates then explore how they can shelter instruction and that they can make a difference by contextualizing instruction and their willingness to bring resources to the secondary content area classroom and to the reading process. (Pregoy and Boyle, 1993, p. 113).
- Assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills forms a continuous process throughout EDTE 246C. This area of knowledge is examined as single subject candidates tape field site secondary student’s oral reading samples of English Learners (EL’s) and apply the assessment criteria from **Informal Reading Inventory: Preprimer to Twelfth Grade** (Burns/Roe, 02) and **Ekwall/Shanker Reading Inventory** (Ekwall/Shanker, 93). The candidates gather and listen to these taped oral reading samples

during seminars. Candidates move through a process of analysis gathering and reading errors, assessment and development of a plan of action-reading prognosis. Candidates examine the phonological/morphological structure of the English language. Analysis conducted for reading difficulties are analyzed for reading difficulties in letter knowledge, letter sounds, phonological/morphological skills, blends, consonant sounds, blending and application to reading and comprehension. Reading inventory strategies are also modeled and used for instruction. Issues of effective and ineffective reading, strengths and weakness including reading readability levels frustrational, instructional, and independent as well as students' individual grade placement, and prognosis form the basis for group discussion and analysis. Self-reflection for this process then addresses concerns for creating safe environments in which all students, including EL's are willing to participate and work toward identified reading needs in the secondary content area classroom.

Through Module 5: “**Vocabulary and Word Study**” and Informal Reading Inventories, the role of phonics and structural analysis skills for secondary students skills development and strategies for prognosis is investigated as students listen to oral reading samples of secondary students reading secondary textbooks. Secondary student teacher candidates observe through CD modules the different ways teachers can help students who need skill development in such areas as prefixes, suffixes, single consonants, including special combinations of word beginnings, word middles, word endings, compound words, inflectional endings, syllabification, and accents.

7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.

The institution provides sufficient resources for the effective operation of the professional preparation program. PSED provides sufficient allocation and resources for the effective support of the staffing of content-based reading methods courses. The personnel resources consist of tenured faculty with expertise in reading. Tenured faculty and instructors who teach in the teacher preparation program including content-reading methods courses, and field supervisors who work in this program reflect extensive experience in the field of education and teacher training. Field supervisors are given a copy of key strategies presented in each course, so they can support candidates' implementation in field assignments. For more detailed information refer to Common Standard 2.

7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Collaboration between school districts and schools are appropriate for each area of authorization. Selection of schools and cooperating teachers forms a partnership among reading methods coursework, other related coursework and field experience. For more information refer to Common Standard 7.

7B (g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

The institution provides appropriate process for the selection of classroom teacher to supervise candidates. This process is elaborated in detail in Common Standard 8.

STANDARD 8-A

Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

8A(a) *Mathematics*. During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice; and (6) interrelate ideas and information within and across mathematics and other subject areas.

The Bilingual Professional Preparation Program (BPPP) in the Department of Professional Studies in Education (PSED) prepares candidates to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the area of mathematics. Candidates learn to apply specific pedagogical knowledge and skills to provide differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Candidates learn about the interrelated components of a balanced program of mathematics instruction through prerequisite and professional program coursework. Additionally, candidates are provided with extensive opportunities to apply the skills and knowledge gained to ensure students receive a balanced program of instruction in mathematics. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach mathematics in two distinct components of the professional program, the undergraduate coursework and the Professional Program coursework, including teaching mathematics in their field placements as part of their student teaching experience.

The undergraduate courses for all Liberal Studies candidates, Math 50A and Math 50B, provide the foundations for the concepts and structure of mathematics. In the course Math 50A, candidates learn about the structure and property of real numbers and are provided with an intuitive understanding of concepts of number theory appropriate for the development of the real number system. The undergraduate course Math 50B, teaches candidates the fundamental principles of combinatorics and probability, the concepts of measurement, the analysis of the methods of mathematical problem solving and the concepts of descriptive statistics. Candidates become familiar with both the national standards and the California State standards of

mathematics. Furthermore, in the prerequisite courses Math 112 and Math 113, candidates gain a deeper understanding of problem-solving techniques and complex patterns in arithmetic, complex numbers, mathematical sequences, and geometry, and the applications of these.

In the professional program coursework, candidates identify and evaluate local, state, and national resources for teaching mathematics (e.g., *California Curriculum Frameworks*, *California Model Curriculum Guides*, district planning documents, commercial curriculum resource guides, and position statements of national professional organizations). Through coursework assignments, candidates critique state adopted curriculum materials, identifying components which make the program a comprehensive, well-balanced math program for students. Candidates are asked to provide concrete examples addressing the following questions: How does this program define the teaching of mathematics? What is this program's philosophy? How does this program teach basic math skills? Does this program address problem solving? What is the student's role/teachers' role? Candidates are also asked to critique a math lesson presented in the math curriculum utilized in their field placements and analyze it for a model of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics.

Candidates identify current curricular trends in mathematics in relation to content and process goals for school instruction. The BPPP has established a connection with the Math and Science Subject Matter Projects, bringing classroom teachers and university professors to the university seminars to discuss and model current approaches in teaching mathematics. These Math and Science Subject Matter project classroom teachers and university professors present lessons that model multiple strategies to interrelate math ideas and information across other subject areas. Candidates are presented with opportunities to analyze and become familiar with the California Frameworks scope and standards for mathematics through observation of these lessons. Candidates also identify and evaluate a variety of teaching and learning strategies through model lessons via video. Candidates observe and critique taped lessons for effectiveness in developing math concepts and problem-solving skills. Finally, candidates analyze student work samples to anticipate, recognize and clarify mathematical misunderstandings observed in the schools. To reinforce these principles, in another assignment, candidates analyze one math lesson observed in their field placement. Candidates are asked to state the California math standards and objective(s) of the lesson and provide a brief summary of the lesson, including how the lesson addresses the standards. Candidates are asked to identify effective practices and suggestions for improvement. If the lesson already was a model of a comprehensive, balanced approach to teaching mathematics, candidates are asked to describe these effective practices. Candidates develop well-grounded, personal rationales for including mathematics in the school curriculum and across subject areas.

As part of the coursework, candidates are required to apply these principles of effective mathematics instruction to the classroom in their field placements. Candidates are asked to develop math lessons demonstrating their understanding of a comprehensive approach to teaching mathematics. Candidates are provided with specific feedback in lesson design and implementation regarding math instruction and assessment of student needs by university supervisors and cooperating teachers.

Candidates read, discuss and implement effective math practice research articles. Articles include "An examination of race, class and instructional practices." Lubienski; "The relationship between teacher's knowledge and beliefs."; "Teaching Mathematics from a

Multicultural Perspective.” Wiest; “Beyond Computation-Teaching Mathematics”; “The Inclusive Classroom: Teaching Mathematics and Science to ELL’s”, Jarnett. “Curriculum Materials supporting Problem-Based Learning”, Harris et al. Candidates also become familiar with technology implementation appropriate for English Speakers, English Learners and the special population students to improve their attitudes and self-concepts toward math, problem solving, critical thinking, communication, and study skills. As is true for each curricular area, candidates plan, teach, and evaluate, in their field placements, effective lessons in mathematics to address the needs and interests of all students as per California State Content standards, based on seminar discussions and readings. With the support of the university supervisor and cooperating teacher, candidates reflect on instructional practices in teaching Math to develop and demonstrate competency in teaching mathematics in the K-8 school setting. Candidates are expected to synthesize and apply seminar discussions of effective, differentiated instruction so that all students in their placement have access to the content areas taught. Specific feedback from the cooperating teacher and university supervisor is given.

8A(b)Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K -8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

The BPPP in the Department of Professional Studies in Education (PSED) prepares candidates to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the area of Science. Candidates learn to apply specific pedagogical knowledge and skills to provide differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Candidates learn about the interrelated components of a comprehensive program of science instruction that include science information, concepts, and investigations, through prerequisite and professional program coursework. Additionally, candidates are provided with extensive opportunities to apply the skills and knowledge gained to ensure students receive a comprehensive program of instruction in science. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach Science in the undergraduate coursework and the Professional Program coursework, including teaching science in their field placements as part of their student teaching experience.

The undergraduate coursework for preservice candidates in the sciences includes, BIOL 1, BIOL 142, GEOS 41 and GEOS 142. As part of the undergraduate coursework, Biology 1 prepares candidates to learn about the diversity of life on this earth and develop an understanding of how all life works and interacts. A Biology 1 Lab experience is taken in conjunction with the Biology lecture/discussion section. Candidates learn about concepts of cell morphology and replication, chromosomes and inheritance, evolution, microorganisms, photosynthesis, plant

reproduction, ecology, ecosystems, and human impact on earth. The lab sessions bring these concepts to a deeper understanding through application of principles discussed in course lecture.

The undergraduate course Biology 142 prepares candidates in the area of Field Biology. Candidates have opportunities to further develop their understanding of Biology concepts presented in Biology 1 and extend their knowledge base to include concepts of origin of life, evolutionary concepts, and ecological concepts. Additionally, candidates have extensive opportunities to see these principles applied to their daily lives as part of field excursions illustrating these concepts.

In the undergraduate course Geos 130, candidates develop their understanding that humans are part of nature and subject to the same laws as other species. Candidates also learn that basic laws of matter and energy govern the organization of the universe, earth, and ecosystems; examine human impact on global resources; and demonstrate the impact of human population growth on the global ecosystem and on global resource management. The undergraduate course Geos 142, prepares candidates to emphasize understanding of concepts, involve students in hands-on investigations, and bring out the “big ideas” of science- major unifying themes. Candidates apply these principles to the concepts of earthquakes and plate tectonics, astronomy and weather patterns, and rocks and rock formation.

In the BPPP, candidates are prepared to work with K-8 school age children in learning to apply investigation skills and acquire complex knowledge of physical science, life science and earth science concepts. Through connections with the California Subject Matter Project in Science, local elementary classroom teachers present in the university seminars to discuss and model current approaches in teaching science. These Science Subject Matter Project classroom teachers present lessons that model multiple strategies, including technology strategies, to interrelate science ideas and information across other subject areas as they balance the instruction between science information, concepts, and investigations. Candidates are presented with opportunities to analyze and become familiar with the National and California State Frameworks scope and standards. Candidates are asked to apply their knowledge of state science standards to observation of demonstration lessons. Candidates identify and evaluate a variety of teaching and learning strategies through these model lessons discussing these lessons as effective strategies for working with all learners to gain access to core curriculum in meeting these state standards. Candidates are provided with explicit instruction in how to connect Science, Math and the Language Arts with content area instruction. Candidates are provided with numerous examples of making the content comprehensible for all learners. Candidates then plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills through a Science unit developed and implemented in their field placements.

For the Science Unit in EDTE 229B [Tab 16], candidates must identify grade appropriate content standards and develop a unit that contains elements of effective constructivist principles incorporating instructional strategies to allow, to the fullest extent possible, all students access to the core curriculum. The Science unit must integrate ideas and information within and across science and other subject areas. Candidates are taught and modeled strategies for integrating the Math, Language Arts and Science standards in the context of a larger unit, as well as integration of Physical Education and the Fine Arts in their Science Unit. As part of the coursework, candidates are required to apply these principles of effective Science instruction to the classroom in their field placements. Candidates are asked to develop science lessons demonstrating their understanding of a comprehensive approach to teaching science, integrating science concepts and

principles, scientific investigation, and experimentation. The lessons emphasize the importance of accuracy, precision, and estimation in the context of Science investigations. Moreover, the unit must include a Service-Learning component that brings the local community to the students in some way. Candidates are provided with feedback in lesson design and implementation regarding science instruction and assessment of student needs by university supervisors and cooperating teachers in addressing California State content standards. Through these assignments and field placement teaching opportunities candidates develop well-grounded, personal rationales for including science instruction in the school curriculum.

8A(c)History-Social Science. During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

The BPPP in the Department of Professional Studies in Education (PSED) prepares candidates to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the area of History-Social Science. Candidates learn to apply specific pedagogical knowledge and skills to provide differentiated instructional strategies that to the degree possible, ensure that all students have access to the core curriculum. Candidates learn about concepts and interrelated components of History-Social Science instruction through prerequisite and professional program coursework. Additionally, candidates are provided with extensive opportunities to apply the skills and knowledge gained to ensure students receive a balanced program of instruction in Social Science. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach History-Social Science in distinct components of the professional program, the undergraduate coursework and the Professional Program coursework, including teaching Social Science in their field placements as part of their student teaching experience.

The undergraduate courses, EDUC 102 [TAB 3], HIST 50, POLS 55, SOSC 101 and 103, prepare candidates to provide a comprehensive curriculum program to students in their field placements. The candidates in our BPPP also take CHST 158: *Chicanos in Contemporary Society* [TAB 2]. The course EDUC102 [TAB 3], provides the opportunity to examine specific demographic information, current conditions, court cases, ballot initiatives, and laws affecting the California school population and the implications of these realities for educators. Candidates are introduced to the current conditions faced by the California student population through course readings and in-class lectures, and are provided with models used by educators in responding to these conditions in an effective manner. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes to be successful in examining the principles of equity in education for all children. EDUC 102 [TAB 3] introduces candidates to the different program models designed to meet the needs of a culturally and linguistically diverse student population. In EDUC 102, candidates also

receive preparation that assists them in determining the extent to which the different models promote L1 and L2 development, access to the core curriculum, equity, and high achievement for all students. Candidates develop a rationale, consistent with state standards, why issues of family background and culture should be addressed in the classroom.

In HIST 50, candidates learn about the understanding of the history and social and political development of the American people, from the beginning to the present. The course also assists candidates in acquiring the information and attitudes necessary for living and working effectively in a multi-racial environment. In POLS 55, candidates learn about the American Government at the national, state, and local levels. Candidates study about American democracy, the American Republic, and examine issues and concerns which motivated the Founding Fathers as they drafted the American Constitution. Candidates discuss current issues and their impact on modern American political life. In SOSOC 101, candidates gain an understanding of the major themes in Geography and how they serve as a mental construct for evaluating spatial information. The candidates also learn about the relationship between the natural processes that have shaped the Earth's surface and the development of cultural practices around the globe. In SOSOC 103, candidates learn about culture, its replication and adaptability as it exists in humans in every society. Candidates gain an appreciation for the evolutionary nature of culture, an understanding of the scientific process in general and, in particular, within anthropology, and an understanding of one's own culture from an anthropological perspective.

In the BPPP, candidates take EDTE 229G: *Interdisciplinary Instruction and Assessment [Tab 21]*. This course prepares candidates to plan and deliver content-specific instruction based on the academic content standards and curriculum frameworks in, history-social science and the visuals and performing arts. Candidates develop the ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials, incorporating basic critical thinking skills and study skills into content-based instruction, through crosscultural activities. Candidates interrelate ideas and information within and across the major subject areas. Linkages among classroom management, instructional practices, and assessment are analyzed. A wide array of technologies for effective use in relation to the state-adopted academic curriculum are reviewed and evaluated.

The BPPP works in collaboration with local school teachers to bring models of effective content area instruction that utilizes active forms of social studies learning, including simulations, debates, research activities and cooperative projects, emphasizing crosscultural concepts and activities. After each lesson presentation in the seminar, candidates are asked to reflect on the lesson, and analyze it for effective instructional practices that incorporate a multicultural education perspective and its value in preparing all students for life in a pluralistic society. Moreover, candidates critique the lesson demonstrations for ways to help students learn and use basic analysis skills through authentic research opportunities. Content area teachers also model content-area reading strategies within the context of a demonstration lesson for our candidates. In this way, candidates learn effective strategies that incorporate the Language Arts in the content areas. Reading strategies such as anticipation guides, Literature Circles, building prior content knowledge, explicit instruction of content vocabulary prior to reading content-area text, graphic organizers to highlight important information, content area word walls, and participating in instructional conversations are but a few of the reading strategies presented to the candidates. As candidates participate in these content-area reading strategies in a simulated Social Science grade 6 unit, candidates critique each strategy for effectiveness and are given opportunities to solidify their understanding through class discussions. Candidates discuss the

use of these strategies and others, such as simulations, group projects, and exhibitions in the context of classroom management issues. Using the knowledge, skills and strategies gained, candidates are required to design a Social Science Unit corresponding to the California State standards in their grade level placement. The Social Science Unit must include a rationale for teaching this unit to their students, addressing why the unit is important to the lives of their students. Social Science content standards and English Language Development standards are identified and lessons developed ensuring the students are able to meet the standards. Also included in the unit are a list of all the lessons or activities presented, integrating a reading and/or writing lesson, an integrated Fine Arts lesson and a community resources component. Candidates are also expected to submit a conceptually related student and teacher resources list that includes; Expository and narrative texts, at least one teacher reference web site, at least two web sites that can be bookmarked for student use, field experiences, audio-visual/multi-media materials and student assessment procedures and/or instruments.

Additionally, in EDTE 229G [TABS 21], candidates are given an in-depth look at various assessment tools and asked to apply both formative and summative authentic assessment measures to their Social Science units. Candidates also submit a rationale for how these authentic assessments assess students' mastery of the concepts in the Social Science and ELD standards identified. Candidates include one rubric to measure Social Science standards and one to measure ELD standards. As part of this course, candidates present their unit to their students in their field placements. Candidates are provided with feedback in lesson design and implementation regarding History/Social Science instruction and assessment of student needs by university supervisors and cooperating teachers in addressing California State content standards. Through these assignments and field placement teaching opportunities candidates develop well-grounded, personal rationales for including integrated Social Science instruction in the school curriculum.

8A(d) *Visual and Performing Arts.* During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgment about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

In the undergraduate courses ART 207, HUM 100A or HUM 100B, MUS 129, and THEA 24/124, 20 or 60, candidates build a solid foundation for integrating the Fine Arts in the various academic content areas. Candidates learn specific strategies that are effective in achieving the goals of artistic perception and creative expression. In the undergraduate course, ART 207, candidates are provided with a philosophical and practical basis for teaching art. Candidates focus on the role of art in children's lives and the role of the teacher in nurturing artistic expression and aesthetic sensitivity. Candidates learn to integrate art with other academic areas in elementary school curriculum. One assignment asks candidate to develop a Case Study of one child or a group of children's art works and the candidates' interpretation of the pieces as it relates to the child's artistic development. As a final project candidates are asked to develop a portfolio of well-crafted examples that can be adapted to a variety of elementary grade levels.

In the undergraduate course, HUM 100A, candidates learn about the intellectual and cultural history of the West, from Neolithic to the Renaissance, to WWII in HUM 100B. The

course gives emphasis to the study of religion, literature, architecture, and art as they pertain to the teaching of humanities in the primary and secondary schools. In the course, MUS 129- Music for Children, candidates expand their knowledge of musical notation, terminology, and information as a means toward increased awareness of the value of music in the education of children. Finally in the undergraduate course Theatre Arts 124, candidates identify major genres of children's literature, develop basic skills of voice and body necessary for effective performance of literature. Candidates learn to integrate folktales, poetry, and children's literature through the performing arts.

Candidates, upon entering the BPPP, expand on the foundation developed to integrate the arts across content areas. During the first phase of their student teaching experience, candidates are asked to develop and present two sequential lessons in music, using instructional practices that are consistent with state-adopted academic content standards. In EDTE 229G Interdisciplinary Instruction and Assessment [**Tab 21**], candidates are taught instructional strategies that are effective in pursuing meaning in the arts. Candidates are also taught to make informed judgements about best practices to integrate the arts across content areas and across the diverse culture found in California classrooms. Candidates discuss ways students can demonstrate their artistic perception and creative expression in the context of curricular areas. Candidates are taught ways to incorporate the study of the Social Sciences with understanding the cultural and historical origins of the arts and the culture and the arts in the diverse cultures represented in the classroom. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers. Candidates help students in their student teaching experience to understand events and periods from multiple perspectives by using various works of art and music in their study of the Social Sciences.

In EDTE 229G [**Tab 21**], candidates are asked to develop a Social Science Unit that integrates the performing arts. Candidates realize their developed units in their student teaching experiences. There is opportunity for candidates to reflect on their integration of the arts and receive feedback from the university supervisor and Cooperating Teacher in regards to their unit development and presentation.

8A(e) *Physical Education.* During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

In the undergraduate course, PHED 102: Foundations of Childhood Physical Education, candidates recognize the developmental characteristics of elementary school children and explain the implications of these characteristics for planning physical education lessons. Candidates also understand the importance of games, dance, gymnastics, and fitness in elementary school physical education.

Candidates build on these skills upon entry in the BPPP. Candidates in the BPPP are asked to demonstrate their knowledge of developing the motor skills and abilities in students

through physical education lessons designed and implemented by the candidates. As part of the field experience, candidates are asked to develop and present two sequential lessons to the whole class in physical education. The lesson must be developmentally appropriate and promote English Language Development (ELD) while facilitating comprehension of grade-level or advanced content for ELs. The candidates schedule an observation with the university supervisor for, at least, one of the physical education lessons. Candidates then provide the university supervisor with typed lesson plans, assessment tools implemented, and a completed Self-Reflection Form discussing the lessons effectiveness. Candidates continue with their lessons reflecting on their own ability to develop their students' recognition of the importance of a healthy lifestyle and student knowledge of the rules and strategies of games and sports. During course seminars, candidates discuss the importance of incorporating the strengths of their students in the content areas as a means to develop students' self-confidence and self-worth in relation to physical education and the arts.

8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

In the undergraduate course, HCSV 260: *Health Education for Elementary School Teachers*, candidates address major health issues affecting the child, including but not limited to, health promotion and disease prevention, nutrition, substance use and abuse, sexuality, consumer health, and the school health program. Candidates become familiar with the Health Instruction Framework for California public schools and apply health education theory to the promotion of optimal health in the child. In the undergraduate course, PHED 102: Foundations of Childhood Physical Education, candidates learn strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health.

In the BPPP, candidates are asked to take their knowledge related to health and integrate these skills in their field experience. Candidates are asked to develop lessons that reflect the promotion of a healthy life style through the designing and implementation of Physical Education lessons. Candidates reflect on the effectiveness of the lessons developed and are provided with feedback from the university supervisor or Cooperating Teacher.

STANDARD 8-B

Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject Candidates

8B(c)*History-Social Science*. During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) teach state-adopted K-12 academic content standards for students in history while helping students to use history/social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history by through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and democratic principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects

The Bilingual Professional Preparation Program (BPPP) prepares single subject candidates to teach in the content specific area of Social Science to students in Grades 7-12. Candidates build their foundation knowledge in their content specific area of History-Social as part of their program prerequisite course work. As part of the single subject pre-service preparation, candidates solidify a deep understanding of their content area. As research shows, teachers' expertise and effectiveness are critical to the success of students. Using this strong foundation candidates develop their pedagogical knowledge in the BPPP.

Upon entry into the BPPP, candidates begin their formal preparation of pedagogical content knowledge, building their understanding and application of various instructional strategies and techniques to ensure all students access to the core curriculum. Single Subject candidates in the BPPP enroll in courses in the EDTE 246 series. Courses include EDTE 246A: Educational Psychology, EDTE 246B: Curriculum Development and Instructional Strategies for Secondary Settings, EDTE 246C: Teaching Content Area Reading/Language Arts in Secondary Settings, EDTE 246D: Teaching English Learners in Secondary Settings: Literacy and Academic Access, EDTE 246E: Teaching in Inclusive Setting: Preparing to Teach Special Populations in Secondary Settings, and EDTE 246G: Subject-Specific Content Instruction and Assessment. Candidates are also enrolled in EDTE 246F: Field Experience in the Fall and EDTE 246S: Student Teaching in their content-specific area in the Spring to ensure candidates are applying learned pedagogical knowledge in single subject classroom settings.

In course EDTE 246A: Educational Psychology [TAB 23], candidates learn how students' cognitive, personal-social, and physical development, and cultural and linguistic backgrounds are related to effective teaching and interpersonal relations in secondary schools. Major segments of instruction in this course include the study of how students learn, remember, and make use of the knowledge they have acquired and how students' educational growth is assessed in schools. Each candidate begins to use this knowledge to organize and manage a learning environment that supports student development, motivation and learning.

In course EDTE 246B, Curriculum Development and Instructional Strategies [TAB 24], single subject candidates develop a conceptual framework for implementing various instructional

strategies to support all students (i.e. English speakers, English learners, and special populations). Candidates are introduced to planning and delivering content specific instruction based on the academic content standards and curriculum frameworks. Candidates learn appropriate use of computer-based technology for information collection, analysis, and management of instructional settings. Candidates are prepared to teach state-adopted 7-12 academic content standards for students in history while helping students to use history/social science analysis skills at intermediate and advanced levels. Candidates are provided with additional strategies to prepare their 7-12 students to apply social science concepts to historical issues, while enriching the study of history using, historical literature, and cross-cultural activities.

As part of an assignment for EDTE 246B, candidates are asked to develop a unit that demonstrates the use of instructional strategies to meet the needs of all students that utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects. Candidates are asked to design a unit in their content area to further solidify their content knowledge and pedagogical knowledge to address the needs of their students in a 7-12 grade setting. Among other components to the units developed, candidates are asked to design a Service-Learning project that ties to the content of their unit. Through this requirement, candidates encourage students in their placement to participate in civic participation through studies of democratic civic values and democratic principles. Candidates are provided with a multicultural perspective through participation in our BPPP. Candidates discuss the importance of integrating the study of the cultures of the students in class content. In both units developed, candidates deal honestly and accurately with controversial issues in historical and contemporary contexts in regards to multicultural education. Candidates incorporate a range of critical thinking skills and academic study skills into social studies instruction, while supporting students' learning in content area of Social Science.

In EDTE 246D, Teaching English Learners in Secondary Settings: Literacy and Academic Access [**TAB 26**], candidates learn about pedagogical theories, principles, and practices for English Language acquisition. Candidates learn specific instructional practices that promote English language development, including management of first and second language, and classroom organization. In addition, candidates acquire, analyze and reflect on instructional techniques and strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners in the secondary settings.

In course EDTE 246E, Teaching in Inclusive Settings: Preparing to Teach Special Populations in Secondary Settings [**TAB 27**], candidates identify specific techniques and strategies to meet the needs of the Special Population students in their placements. Candidates are required to complete specific course assignments that demonstrate their mastery in this area.

Single Subject candidates are observed in at least one lesson in their single subject Social Science placement by a content specific specialist to ensure candidates' deep understanding of content knowledge. The specialist also provides feedback in the area of pedagogical knowledge to ensure candidates' ability to plan and implement effective instruction for 7-12 grade students. Feedback is documented and guides the Cooperating Teacher in further assisting the candidate toward meeting standards for the teaching profession. In addition, the university supervisor provides ongoing feedback to assist the candidate in meeting standards [**TABS 32, 33, 34**].

8B(d) **English.** During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such as systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing application, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/morphological structure of the English language.

The Bilingual Professional Preparation Program (BPPP) prepares single subject candidates to teach in the content specific area of English to students in Grades 7-12. Candidates build their foundation knowledge in their content specific area of English as part of their program prerequisite course work. As part of the single subject pre-service preparation, candidates solidify a deep understanding of their content area. As research shows, teachers' expertise and effectiveness are critical to the success of students. Using this strong foundation candidates develop their pedagogical knowledge in the BPPP.

Upon entry into the BPPP, candidates begin their formal preparation of pedagogical content knowledge, building their understanding and application of various instructional strategies and techniques to ensure all students access to the core curriculum. Single Subject candidates in the BPPP enroll in courses in the EDTE 246 series. Courses include EDTE 246A: Educational Psychology, EDTE 246B: Curriculum Development and Instructional Strategies for Secondary Settings, EDTE 246C: Teaching Content Area Reading/Language Arts in Secondary Settings, EDTE 246D: Teaching English Learners in Secondary Settings: Literacy and Academic Access, EDTE 246E: Teaching in Inclusive Setting: Preparing to Teach Special Populations in Secondary Settings, and EDTE 246G: Subject-Specific Content Instruction and Assessment. Candidates are also enrolled in EDTE 246F: Field Experience in the Fall and EDTE 246S: Student Teaching in their content-specific area in the Spring to ensure candidates are applying learned pedagogical knowledge in single subject classroom settings.

In EDTE 246D, Teaching English Learners: Literacy and Academic Access [**TAB 26**], candidates learn about the effects of prior knowledge and culture on reading and writing. Reading and writing strategies to promote students' access to and achievement in the academic content standards are addressed. Candidates utilize assessment information to diagnose students' language abilities and to design lessons that foster receptive and productive language development in their field placement.

In course EDTE 246C: Teaching Content Area Reading/Language Arts in Secondary Settings [**TAB 25**] candidates are prepared to teach English reading to students in the Secondary settings. This course provides candidates with substantive research-based instruction that builds the theoretical and practical knowledge base to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. Candidates are introduced to approaches, methods and strategies in reading to develop a comprehensive, systematic program that is aligned with the English Language Arts Academic Content Standards for Students. Candidates apply basic principles and practices of

reading/language arts. Factors influencing reading development, content area reading, organizational practices, assessment, and materials are discussed.

In one assignment for EDTE 246C, candidates are asked to create a reading classroom where initial reading instruction flourishes and effectively includes all students in 7-12 in the reading process. Candidates are aware that, regardless of subject area concentration, are teachers of reading. Candidates are asked to gather research, observe and reflect on reading instruction. This assignment, the Research, Observations, and Reflection (ROR) [TAB 25] assists candidates to integrate both skills and strategies grounded in comprehension. Candidates compile a final portfolio that includes a reading philosophy that reflects current research to support beliefs, an initial outline for the teaching of reading in grades 7-12, and a comprehensive narrative that includes a teacher interview, student observation and diagnostic reading assessments, and incorporation of effective reading strategies for the single subject literacy and content area classroom. Technology in Literacy Education Modules (TILE), developed by the Center for the Improvement of Reading Development at California State University, Sand Diego. The 12 interactive modules are incorporated into the course discussion that includes topics:

- Module 1: What is Reading?
- Module 2: Technology for Learning
- Module 3: Assessment
- Module 4: Fluency
- Module 5: Vocabulary and Word Study
- Module 6: Literacy Across Content Areas
- Module 7: Writing to Learn
- Module 8: Internet Literacy
- Module 9: Creating Web Pages for Learning
- Module 10: English Language Learners
- Module 11: Speaking to Learn
- Module 12: Engaging the Reader

For more information see Standard 7B, Single Subject Reading, Writing, and Related Language Instruction in English.

8B(f) ***Physical Education***. During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the *Physical Education Framework* including (1) developing motor skills and abilities through varied activities; (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement; and (4) practicing social development and fair play in games.

The Bilingual Professional Preparation Program (BPPP) prepares single subject candidates to teach in their content specific areas to students in Grades 7-12. Candidates build their foundation knowledge in their content specific area of Physical Education as part of their program prerequisite course work. As part of the single subject pre-service preparation, candidates solidify a deep understanding of their content area. Using this strong foundation candidates develop their pedagogical knowledge in the BPPP.

Upon entry into the BPPP, candidates begin their formal preparation of pedagogical content knowledge, building their understanding and application of various instructional strategies and techniques to ensure all students access to the core curriculum. Single Subject candidates in the BPPP enroll in courses in the EDTE 246 series. Courses include EDTE 246A: Educational Psychology, EDTE 246B: Curriculum Development and Instructional Strategies for Secondary Settings, EDTE 246C: Teaching Content Area Reading/Language Arts in Secondary Settings, EDTE 246D: Teaching English Learners in Secondary Setting: Literacy and Academic Access, EDTE 246E: Teaching in Inclusive Setting: Preparing to Teach Special Populations in Secondary Settings, and EDTE 246G: Subject-Specific Content Instruction and Assessment. Candidates are also enrolled in EDTE 246F: Field Experience in the Fall and EDTE 246S: Student Teaching in their content-specific area in the Spring to ensure candidates are applying learned pedagogical knowledge in single subject classroom settings.

Single Subject candidates are observed in at least one lesson in their single subject placement by a content specific specialist to ensure candidates' deep understanding of content knowledge. The specialist also provides feedback in the area of pedagogical knowledge to ensure candidates ability to plan and implement effective instruction for Grades 7-12 grade students [TAB 32]. BPPP works in collaboration with the Physical Education Department. The candidate is provided with specific feedback on formal lessons observed by the Physical Education content specialist. Specific feedback is given to candidates to ensure progress toward meeting the needs of all learners in their field placement.

8B(g) *Languages Other than English.* During interrelated activities in program coursework and fieldwork, SS language candidates learn to teach the fundamental goals of the *Foreign Language Framework* and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing in the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.

The Bilingual Professional Preparation Program (BPPP) prepares single subject candidates to teach in the content specific area of Foreign Language to students in Grades 7-12. Candidates build their foundation knowledge in their content specific area of Foreign Language as part of their program prerequisite course work. As part of the single subject pre-service preparation, candidates solidify a deep understanding of their content area. Course EDTE 246B, Curriculum Development and Instructional Strategies [TAB 24], provides candidates with experience in integrating purposeful, communication-based, guided practice activities into their teaching. These activities will create a strong need for students to orally participate in the foreign language during the class activities. ample opportunity for candidates to produce content specific

units in their discipline. These units incorporate communicative production in each of the four language processes (reading, writing, listening, and speaking). Candidates' expertise and effectiveness are critical to the success of their students. Using strong foundation candidates develop their pedagogical knowledge in the BPPP.

STANDARD 9

Using Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Technology Standard 9 was met in the technology standard review January, 2001. Following is a summary of the alliance between elements of that approval and Standard 9. The full document regarding Standard 9 is available in the office of the Department of Professional Studies in Education.

Prior to beginning a professional preparation program in the Department of Professional Studies in Education, all candidates must complete or be waived from (based on demonstrated competence) CSCI 10, Computer Literacy. This basic computer competency course reviews the history of the computer, introduces hardware, software and a range of applications. Students demonstrate competence in using word processing, spreadsheets, databases, media presentations, Internet retrieval and email. This course also includes discussions of the social impact and the future of computers for communication systems.

Throughout the two-semester Bilingual Professional Preparation Program (BPPP), faculty continue the process of teaching candidates how to apply basic knowledge and skills in technology to the design and delivery of pupil instruction that uses technology in appropriate ways. The faculty requires the application of these skills in both course assignments and in field application, where the planning and delivery of instruction are expected to be enhanced by technology. Candidates are expected to reflect on the effect of having used technology in planning and in their work in classrooms. This application of technology is assessed in coursework presentations, regular observations of teaching, as well as in the electronic portfolio each candidate builds during the professional preparation year.

In the discussion that follows each element of this standard, courses will be cited as support in the overall adherence to this standard. In addition, the Program's continuous and simultaneous field experiences provide carefully sequenced opportunities to demonstrate candidate competencies across the wide range of this standard. Following this response is a matrix that was submitted with CSU, Chico's CCTC approved Technology Standards: Use of Computer-Based Technology in the Classroom under an earlier Standard 20.5 (January 2001). For each program element listed, the corresponding Level I and Level II factors are addressed by course content and assignment description.

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to

prior experiences and level of academic accomplishment.

The following Level I factors correlate with program element 9(a):

5. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology in teaching and learning.
14. Each candidate identifies student learning styles and determines appropriate technological resources to improve learning.
15. Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance learning.
16. Each candidate demonstrates an ability to create and maintain effective learning environments using computer-based technology.

Several courses provide opportunities for students to develop competence in examining curriculum and designing lessons incorporating technology to enhance learning: EDTE 289C Practicum in Multilingual/Multicultural Settings [TAB 4], BLMC 219 Bilingual Teaching Competence: Language [TAB 1], EDUC 102 Access and Equity Issues in Education [TAB 3], SPED 143 Overview of Special Education [TAB 14], and all multiple and single subject programs coursework. Through class discussions, class computer activities, student teaching experiences and course assignments, students begin to demonstrate the importance of identifying appropriate technological resources that support their classroom management and curriculum development efforts. Supervisors provide additional support and document assessment of this standard.

9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

The following Level I factors correlate with program element 9(b):

15. Each candidate considers the content to be taught and selects the best technological resources to support, manage, and enhance learning.
16. Each candidate demonstrates an ability to create and maintain effective learning environments using computer-based technology
17. Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

EDTE 229G Interdisciplinary Instruction and Assessment [TAB 21] and EDTE 246G Content Specific Instruction and Assessment [TAB 29] provide opportunities for students to develop competence in analyzing research findings regarding the use of technology and their ability to design lessons incorporating technology. Assignments throughout the BPPP coursework require candidates to:

- ◆ use the Internet for researching journal articles on various topics and reporting on them
- ◆ evaluate and design web pages in preparation for and anticipation of their value in their own classrooms
- ◆ design research lessons that require their pupils to use the Internet to enhance their academic development
- ◆ develop PowerPoint presentations demonstrating their ability to use this software with their pupils to promote learning

Supervisors provide additional support and document assessment of this standard.

9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

The following Level I factors correlate with program element 9(c):

1. Each candidate demonstrates knowledge of current basic computer hardware and software terminology.
2. Each candidate demonstrates competency in the operation and care of computer related hardware
3. Each candidate implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

CSCI 10 is the prerequisite course that provides the initial opportunities for candidates to develop competence in the basic principles of computer hardware and software. As noted in prerequisite and program coursework syllabi, several assignments require candidates to implement wordprocessing, e-mail, presentation, spreadsheet and web page design software programs. Table 9A identifies some examples of assignments requiring the use of different software programs.

Table 9A: Examples of assignments requiring the use of different software programs

COURSE	ASSIGNMENT	SOFTWARE	TAB
BLMC 219 Bilingual Teaching Competency: Language	◆ Anuncio/carta a los padres (flier/letter to parents)	◆ wordprocessing w/graphics ◆ E-mail	1
EDTE 289C Practicum in Multilingual/Multicultural Classroom Settings	◆ All written assignments ◆ Presentation on classroom management theorists	◆ wordprocessing ◆ Power Point presentation	4
EDTE 229A Creating and Maintaining a Supportive Learning Environment	◆ Letter of introduction sent to parents and all other written assignments ◆ Recordkeeping /grading system	◆ wordprocessing ◆ Excell spreadsheet	15
EDTE 229D Teaching English Learners: Literacy and Academic Access EDTE 246D Teaching English Learners in Secondary Settings: Literacy and Academic Access	◆ All written assignments ◆ Web Site Exploration ◆ Presentation of rationale for specialized program for ELs that include graphs and/or charts	◆ wordprocessing ◆ E-mail ◆ Power Point presentation	18 & 26
EDTE 229G Curricular Development	◆ All written	◆ wordprocessing	21

and Assessment	<ul style="list-style-type: none"> assignments ◆ Graph comparing case study EL test score with class mean ◆ Unit development ◆ Professional Portfolio 	<ul style="list-style-type: none"> ◆ Excell spreadsheet ◆ web page design ◆ web page design 	
EDTE 246A Educational Psychology	<ul style="list-style-type: none"> ◆ Letter of introduction sent to parents and all other written assignments ◆ Recordkeeping /grading system 	<ul style="list-style-type: none"> ◆ wordprocessing ◆ Excell spreadsheet 	23
EDTE 246G Content Specific Instruction and Assessment	<ul style="list-style-type: none"> ◆ All written assignments ◆ Graph comparing case study EL test score with class mean ◆ Unit development ◆ Professional Portfolio 	<ul style="list-style-type: none"> ◆ wordprocessing ◆ Excell spreadsheet ◆ web page design ◆ web page design 	29

9(d) Each candidate uses computer applications to manage records and to communicate through printed media

The following Level I factors correlate with program element 9(d):

- 6. Each candidate uses computer applications to manage records.
- 7. Each candidate uses computers to communicate through printed media.

As noted in Table 9A, several courses provide opportunities for students to develop competence in using various software applications in managing records and developing parent letters, newsletters, graphs and/or charts. Additionally, in SPED 143 Overview of Special Education [TAB 14], candidates work on PowerBooks or desktop computers during class activities to develop skills in using graphics and creating charts.

9(e) Each candidate interacts with others using email and is familiar with a variety of computer-based collaborative tools.

The following Level I factors correlate with program element 9(e):

- 8. Each candidate interacts with others using email.
- 9. Each candidate is familiar with a variety of computer-based collaborative tools.

Candidates regularly communicate with their instructors using email. Special class and special event information and reminders are sent to candidates by email. As noted in Table 9A some assignments are required to be sent to the instructor by email. Candidates also have the option of sending other written assignments by email. In SPED 143, Overview of Special Education [TAB 14], online students engage in chat rooms, and discussion groups, while all are exposed to list servers and audio/video conferences. As noted

9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools

The following Level 1 factor correlates with program element 9(f):

10. Each candidate examines a variety of current educational digital media and uses established selection criteria to evaluate materials.

In addition to the assignment identified in Table 9A, candidates are required to examine, use, and evaluate multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools in other assignments and courses. For example, candidates in SPED 143 Overview of Special Education [TAB 14] have the opportunity in class to examine and discuss digital materials in relationship to their classroom use and value. Discussion focuses on the benefits of various computer-assisted instructional programs, Internet resources and presentation tools for use at various grade levels, with different content, and with pupils' styles of learning. In EDTE 229D [TAB 18] and EDTE 246D [TAB 26] candidates must examine three websites that address EL issues and provide an in-depth critique of one site using the criteria provided. The unit development assignment in EDTE 229G [TAB 21] and in EDTE 246G [TAB 29] call for candidates to identify at least two websites they can use as resource to teach the unit content and also two website that their respective students can use to complete research assignments.

9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

The following Level I factor correlates with program element 9(g):

11. Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

Candidates in SPED 143 Overview of Special Education [TAB 14] have the opportunity in class to examine and discuss digital materials in relationship to their classroom use and value. Discussion focuses on the benefits of various computer-assisted instructional programs for use at various grade levels, with different content, and with pupils' styles of learning.

In the BPPP coursework, candidates are instructed to align all their lessons and units to the content standards. Instructional materials, including software, implemented in lessons and units must be selected for their relevance, effectiveness, alignment with content standards, and value

added to student learning. In EDTE 229G and EDTE 246G [TABS 21 & 29] candidates are asked to identify software programs in the various disciplines available for their grade level at their field placement site. In the unit design assignment in these courses, candidates are asked to list resources, including software, that they will be using to facilitate student learning of the concepts contained in the content standards. The course instructors, university supervisors and/or cooperating teachers provide candidates with feedback as to the appropriateness of the software and value added to student learning.

9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

The following Level I factors correlate with program element 9(h):

12. Each candidate demonstrates competence in the use of electronic research tools.
13. Each candidate demonstrates the ability to assess the authenticity, reliability, and bias of the data gathered.

As noted in element 9f, several courses provide the candidates with opportunities to conduct research and to evaluate information gathered. For example, candidates in SPED 143 Overview of Special Education [TAB 14] have the opportunity in class to examine and discuss digital materials in relationship to their classroom use and value. Discussion focuses on the benefits of Internet resources for use at various grade levels, with different content, and with pupils' styles of learning. In EDTE 229D and EDTE 246D [TABS 18 & 26] candidates must examine three websites that address EL issues and provide an in-depth critique of one site using the criteria provided. The unit development assignment in EDTE 229G and in EDTE 246G [TABS 21 & 29] call for candidates to identify at least two websites they can use as resources to teach the unit content and also two website that their respective students can use to complete research assignments.

Candidates regularly research the Internet to retrieve pertinent information of value to their assignments. They produce papers for their portfolios and summarize specific content related articles. Class time is spent discussing search engines geared to education and how to judge the value of the information gathered.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies.

The following Level I factors correlate with program element 9(i):

4. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology.
18. Each candidate demonstrates knowledge of copyright issues.
19. Each candidate demonstrates knowledge of privacy, security, and safety issues.

Throughout all their course work and fieldwork, topics related to legal and ethical issues are discussed. Privacy and safety issues are addressed regarding the use of the Internet for their pupils as candidates engage in designing lessons and units.

In summary, the following charts display the integration of Standard 9 in both the prerequisite and professional preparation phases of this program. The matrix reviews the courses specifically aligned to Standard 9, whose syllabi form evidence of adherence to the standard.

STANDARD 10

Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for all candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

The Bilingual Professional Preparation Program (BPPP) in the Department of Professional Studies in Education (PSED) prepares candidates to provide comprehensive instruction to all learners. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach all learners in two distinct components; the undergraduate prerequisite coursework and the professional program coursework. Field experiences are an integral part of each component. The following is a description of these components.

Prerequisite courses taken by all bilingual candidates at this level, HCSV 260 or HCSV 261, EDUC 102, PSY 214, SPED 143 [TAB14] and EDTE 289C [TAB 4] specifically address the need to create a supportive, healthy environment for student learning. In HCSV 260 or HCSV 261, Health Education for School Teachers, candidates address major health issues affecting the child, including but not limited to, health promotion and disease prevention, nutrition, substance use and abuse, sexuality, consumer health, and the school health program.

Candidates become familiar with the Health Instruction Framework for California public schools and apply health education theory to the promotion of optimal health in the child. In SPED 143, Overview of Special Education [TAB 14], each candidate learns about the characteristics, classifications, and learning needs of students with exceptional needs including those from culturally diverse populations. Candidates become familiar with the various classifications of students within the Special Populations. Candidates address the issue of working with the Comprehensive Planning Team and outside agencies to meet the individual learning needs of each student.

In EDUC102, Access and Equity Issues in Education [TAB 3], candidates are shown how instruction of English Learners is affected by: (a) state and federal legal mandates, (b) the role of family background and experiences, and (c) the philosophy and goals of organizational structures. Candidates address the experiences of linguistic and cultural minorities in the context of access and equity in education. This course also begins to foster candidates' understanding of the foundations of education and the functions of schools in society. The role of the family background is discussed as it relates to the academic success of students.

In PSY 214, candidates explore trends in cognitive, emotional, and social development, and how knowledge of these can help to make teaching more effective. In EDTE 289C, Introduction

to Multilingual/Multicultural Settings [TAB 4], candidates begin to develop an understanding of the role of the teacher and their personal belief systems. Candidates examine state documents, frameworks, classroom practices, and programs for all learners. Candidates examine their own belief system regarding the parent's role, the teacher's role and the student's role in creating a successful educational experience for the child. Candidates develop an understanding of the need to use a variety of techniques, instructional strategies, classroom management approaches and assessment practices to meet the needs of all learners, that match the students' family background, social structure, communication systems, and culture. Candidates address the importance of building collaborative relationships amongst parents, students, community, and teachers.

The BPPP has designed multiple systematic opportunities for candidates to have meaningful field experiences. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hours of early classroom experiences. In some prerequisite courses, assignments direct undergraduate students to interact with ELs. For example in ENGL 232 [TAB 6], course participants must have a Conversation Partner and assignments require participants to identify their EL partner's language patterns and stage of English language development. In addition, prospective candidates are encouraged to participate in professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, California Mini-Corps, Educational Talent Search, Teacher Diversity Program and Upward Bound to satisfy these hours. All of these programs facilitate opportunities for students to work with all learners and some require participation in tutoring training programs designed to meet the needs of ELs in K-12 classrooms. In addition to the mandated 45 hours of early classroom experience, all candidates considering enrollment in the Bilingual Professional Preparation Program, must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C [TAB 4], a capstone undergraduate field-based course. This field experience is deliberate and systematic and begins to develop candidates' competencies to deliver comprehensive instruction to all learners.

The BPPP candidates continue to (a) develop theoretical principles, (b) analyze instructional practices for all learners, and (c) connect theory to practice. The courses addressing the need to create a supportive, healthy environment for student learning are EDTE 229A Creating and Maintaining a Supportive Learning Environment for Student Learning, [TAB 15] and EDTE 246A Educational Psychology [TAB 23] and EDTE 229E Teaching in Inclusive Settings: Preparing to Teach Special Populations in the Elementary Setting [TAB 19] and EDTE 246E Teaching in Inclusive Settings: Preparing to Teach Special Populations in the Secondary Setting [TAB 27]. The professional preparation coursework in the bilingual program systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in HCSV 260 to springboard into the classroom management, curriculum development, and assessment course series. In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice. In course EDTE 229/246A, Creating and Maintaining a Supportive Learning Environment for Student Learning [TABS 15 & 23], candidates learn to develop a conceptual framework for implementing various instructional and classroom management strategies to support the educational, social, and emotional needs of individual students. Candidates learn techniques and strategies that motivate students, foster self-esteem, and develop positive attitudes that promote learning and achievement, responsibility, and equity. Candidates apply knowledge of child and adolescent development, learning and behavior theories with

students in carefully selected and monitored field-site placements. Additionally, in courses EDTE 229/246E [TABS 15 & 23], candidates learn about the current practices available to meet the needs of the Special Populations. Candidates learn about the range of student services that are available both on and off campus as related to; social, health, educational and language-related service agencies.

During the BPPP, classroom experiences assure each candidate two placements of 10 weeks or longer in a classroom where a significant number of the students are ELs and the cooperating teacher holds a CLAD or BCLAD emphasis teaching credential. Candidates implement and reflect on instructional practices and materials that promote academic success for all learners. Assignments in coursework include, but are not limited to requiring candidates to (a) identify critical features of effective instructional practices for all learners evident in their classroom and school site; (b) develop and present individual lessons and instructional units based on the student content standards; (c) understand the importance of their students' family background and experiences; and (d) analyze the existing support system(s) designed to meet the needs of all learners and the specialist and paraprofessionals needed to sustain them.

The following section substantiates the high standards that the BPPP implements to insure the preparation to teach all students in California schools.

- 10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
- i knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
 - ii the effects of family involvement on teaching, learning and academic achievement;
 - iii knowledge of and respect for diverse family structures, community culture and child rearing practices;
 - iv effective communication with all families; and
 - v the variety of support and resource roles that families may assume within and outside the school.

Standard 10a(i): knowledge of major laws and principles that address student rights and parent rights pertaining to student placements.

In the undergraduate course, EDUC 102, Access and Equity in Education [TAB 3], candidates are shown how instruction of all learners is affected by: (a) state and federal legal mandates, (b) the role of family background and experiences, and (c) the philosophy and goals of organizational structures. Through readings, candidates review examples of teachers who have experienced success in bridging, home, school, and community. Through discussions and course assignments candidates explore the complexities of living and teaching in a pluralistic, multicultural society.

In the undergraduate course, SPED 143, Overview of Special Education [TAB 14], candidates demonstrate knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with

disabilities and their parents and care providers. Candidates examine issues of equity and access, including elements of school law and school financing in relation to the purpose and goals of educating diverse populations. They identify significant federal and state legislation, including the components of IDEA (PL 94-142) and are able to describe the requirements regarding referral, coordination, implementation, due process, evaluation, use and revision of an Individual Education Program (IEP).

In the professional preparation program, the course, EDTE 229/246E, Teaching in Inclusive Settings: Preparation to Teach Special Populations [TABS 19 & 27], candidates identify state and federal laws pertaining to the education of exceptional populations including the general education teachers' role in an IEP process. Special emphasis is placed on the identification of state and federal laws related to English Learners in the Special Education setting, i.e. IDEA (Individuals with Disabilities Education Act), and the rights of parents and care providers of EL students with special needs.

Standard 10a(ii): the effects of family involvement on teaching, learning and academic achievement

In the undergraduate, pre-requisite course HCSV 260 or HCSV 261, Health Education for School Teachers, the multiple subject candidates analyze the physical, emotional, intellectual, spiritual and social elements of high-level wellness. Candidates discuss the role parents play in facilitating a high-level wellness and the subsequent affects the parents' role has on student academic success. Candidates explain cultural and ethnic differences in approaches to health and health behavior.

In the undergraduate course, EDTE 289C, Practicum in Multilingual/Multicultural Classroom Settings [TAB 4], all candidates explore their own belief systems about the role that parents have in their child's education. The candidates are asked to reflect on the study by Linda Darling-Hammond (1998), stating that home and family factors such as, parent education, income, language background, race and location, relate significantly to student achievement. Candidates discuss ways they observe teacher and parents interacting at the school sites and present ways that parental involvement could be encouraged in the schools.

In course EDTE 229G, Interdisciplinary Instruction and Assessment [TAB 21] and EDTE 246G Subject-Specific Content Instruction and Assessment [TAB 29], candidates learn about the effects of family involvement in literacy development. Research showing the importance of parent education level and literacy level of the mother in relation to the academic success of the child (Kamenui) is discussed and candidates are asked to share family literacy development activities that are observed in their field placements. Candidates are asked to review literature regarding parent participation and summarize their own philosophy of parental involvement and ways to foster collaborative relationships in their Philosophy of Education paper which includes, among other components, the need for family school partnerships [TAB 15].

Element 10a(iii) knowledge of and respect for diverse family structures, community, culture and child rearing practices:

In the undergraduate course PSY 041/141, candidates begin to explore how family, the community, schools religion, gender and other special social conditions influence human

development. The students are asked to keep a journal of their life-experiences involving issues of cultural identity. These reflections later form the basis for a final paper reflecting their understanding of culture, including family structures, communication systems, and community.

In the undergraduate prerequisite course EDUC 102 [TAB 3], candidates analyze social, cultural and linguistic barriers that may exist between the home and school. Candidates are asked to generate tangible examples of respect toward the diverse family structures and cultures of California to remove selected barriers and increase parental support and participation.

In the professional preparation program, the course EDTE 229/246D, Teaching English Learners: Literacy and Academic Access [TABS 18, 26] candidates discuss the importance of students' family and cultural backgrounds and experiences in the instructional program of a classroom. An example of an assignment regarding family structures and community culture is the Rationale for an ELD Program. Candidates are asked to research and develop a complete and insightful profile of a specific language population using information gained that includes the immigration history of the English Learner (EL) population, the home language background, the educational background, and the Social Structures of the selected EL population. Candidates are then asked to discuss the background information summarized in light of what they know are factors that facilitate academic success for EL's. Candidates include the necessity for instructional modifications that may be useful to ensure curriculum access and academic language development. Finally, candidates are asked to provide a rationale for the type of instructional modifications needed for the language population studied. These are presented to the larger group to gain information of the various language groups that are a part of the California public schools.

In regards to the Standard 10a(iv) effective communication with all families

In the professional preparation program course, EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning [TAB 15] and EDTE 246A Educational Psychology [TAB 23], candidates examine effective communication practices in daily instruction. Candidates examine cultural and linguistic factors that might affect communication, teacher expectations and ways to foster constructive relationships with families to facilitate a strong home school partnership. Candidates articulate in a written assignment, Philosophy of Education, their beginning understanding of the effects of family involvement on teaching, learning and academic achievement. Their belief paper includes a variety of elements discussed as relates to student achievement. This paper is again revised in the latter half of their preparation program and analyzed to include effective practices in building collaborative partnerships with families.

In EDTE 229/246G [TABS 21, 29], candidates take part in course readings and in seminar discussions related to effective practices for strong communication between home and school. Candidates share practices used in the schools that seem to be effective in building home-school collaboration. A number of strategies are shared and discussed from the Office of Education Research and Improvement, U.S. Department of Education, Reaching All Families: Creating Family Friendly Schools Handbook (1996). Candidates are asked to critique each strategy suggested and determine appropriate environments and modifications for use in various school settings.

As part of their field experiences, candidates assume responsibilities of a classroom teacher, under the supervision of a Cooperating Teacher for two distinct placements. Candidates reflect on teaching practices to communicate effectively with diverse groups of parents, as well as identify strategies to incorporate parents in the classroom. Candidates are asked to apply their knowledge to their field placements and communicate with families through written newsletters communicating upcoming classroom events, their role in the classroom and their planned unit of study. Candidates are required to attend both the Back to School Night and the Open House, events bringing together family members to their child's educational experiences. Candidates are given numerous opportunities to communicate with families in both informal and formal occasions, including parent-teacher conferences [TABS 36, 37, 38, 39].

Standard 10a(v) the variety of support and resource roles that families may assume within and outside the school:

In the undergraduate course EDTE 289C [TAB 4], candidates discuss the multiple factors that make up a child's academic success in the schools. Family issues are discussed as a key determinant of academic student success. Candidates explore their own views regarding what family involvement might look like and their own family experiences are discussed. Candidates gain a beginning understanding that there are a variety of support and resource roles that families may assume.

This concept is further developed in the professional preparation program courses EDTE 229/246D [TABS 18, 26] and EDTE 229/246G [TABS 21, 29]. In EDTE 229/246D, Teaching English Learners: Literacy and Academic Access, candidates read a research article by Moll discussing the various forms of family involvement that is demonstrated. Issues of culturally specific literacy support are discussed and analyzed. Candidates identify specific roles that families may assume in and out of the school according to the family cultural background. Candidates conclude family involvement may appear in a variety of formats and are determined by familiarity with the US public school system and the family background. In course EDTE 229/246G, Interdisciplinary Instruction and Assessment [TABS 21, 29], specific strategies and techniques to incorporate families in the school are addressed. Candidates are asked to analyze the various techniques as mentioned in the handbook by the Office of Educational Research and Improvement, U.S. Department of Education, Reaching All Families: Creating Family-Friendly Schools (1996). Strategies such as School-Parent Contracts, Parent Resource Centers, Home Visits, and homework practices are reviewed and explored for appropriateness and success rates.

10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

In the undergraduate course PSY 214, candidates explore their own values and motivations for teaching. Candidates also discuss the role of teaching and morality.

In the undergraduate course, EDTE 289C, Introduction to Multilingual/Multicultural Classroom Settings [TAB 4], candidates explore the philosophies of behavioral theorists as they pertain to creating and maintaining a positive classroom environment. Behavioral Theorists such

as Haim Ginnot, Rudolph Dreikurs and William Glasser are investigated. Candidates are asked to respond to various student and classroom management scenarios, implementing the philosophies and strategies of the behavioral theorist. Candidates gain a beginning understanding of the various principles and models to create a fair and equitable learning environment. Candidates explore their own belief systems and synthesize their beginning understanding in their Belief Paper submitted as part of the course. This same paper is further refined two additional times during their professional preparation program. In their field placement, a requirement of this course, candidates identify successful classroom management practices that create a just and democratic environment. Candidates analyze these and provide a rationale for their beliefs. In addition, candidates explore the relationship of effective classroom teaching practices in creating an equitable and just learning environment for all learners. Candidates discuss the various learning styles that are a part of any classroom and the teachers role in providing an equitable learning environment for all learners. Gardener's research on Multiple Intelligences, the various learning modalities, and the California Teaching Performance Expectation regarding Engaging and Supporting Students in Learning are discussed to ensure access to core curriculum for all learners.

In POLS 55, American Government: National, State and Local, candidates receive the foundation principles of American governmental institutions. All candidates must complete this required course. Completion of course assignments insures that candidates understand concepts, principles, and values necessary to create and sustain a just, democratic society.

In EDUC 102 [TAB 3], candidates review a comprehensive set of readings that provide a glimpse of current realities experienced by the California student population. Case studies are included which demonstrate societal problems encountered by California students. Candidates are asked to develop an effective response by an educator to the identified issue. Candidates are required to provide a rationale for how their response makes a case for educators to develop the knowledge, skills, and attitudes to serve as an educational leader in a democratic society.

In course SPED 143, Overview of Special Education [TAB 14], each candidate identifies programs appropriate to special education and gifted and talented education, including models of delivery, modification considerations in the regular classroom, and designing lesson plans utilizing Gardener's Theory of Multiple Intelligences. Candidates also design lessons planned around the organizational structure of essential generalizations and concepts. Candidates demonstrate understanding of the concept of universal access to core curriculum through written assignments and presentations.

In the professional preparation program, the courses EDTE 229/246A [TABS 15, 23] and EDTE 229/246E [TABS 19, 27] discuss the need to create and maintain an effective learning environment that promotes fairness and respect for all learners. In course EDTE 229/246A, candidates develop a conceptual framework for implementing various instructional and classroom management strategies to support the educational, social, and emotional needs of English speakers, English Learners and Special Populations. Candidates reflect on their beginning understanding of their classroom management philosophy and the ability to incorporate all learners in an effective learning environment that promotes a just and democratic classroom setting. A culminating paper, reflecting the candidates beginning understanding of creating a positive learning environment for all learners is developed. This paper, Philosophy of Creating a Positive Learning Environment, incorporates the elements of parental support, specific strategies to engage al learners and the need to provide universal access for all learners to the core curriculum. This same paper is later revised to include specific classroom practices in

the course as part of the candidate's professional portfolio. In course EDTE 229E, candidates learn about specific strategies to create an equitable learning environment for all learners. Emphasis is given to strategies to modify curriculum ensuring equal access for all learners. Candidates discuss the importance of sound educational practices combined with positive classroom management strategies to ensure a just and democratic environment.

In field experiences candidates are given the opportunities to observe and reflect on sound practices that ensure an equitable learning environment for all learners. Candidates demonstrate their understanding in their own teaching practices. Candidates are asked to reflect on their own abilities to create and maintain a positive learning environment. Candidates are provided with specific feedback to ensure continued development in their ability to ensure universal access for all learners. Candidates demonstrate their beginning practice as they assume full responsibilities in their field placements.

10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on:

- (i) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;
- (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
- (iii) effective strategies for encouraging the healthy nutrition of children and youth; and
- (iv) knowledge and understanding the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

(i) The health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;

In the undergraduate course HCSV 260, candidates describe the connection between the health of the child and their ability to learn. Candidates describe the education code and laws at local, state and federal levels that impact health education, including mandated reporting requirements.

(ii) Common chronic and communicable diseases of children and adolescents and how to make referrals when these diseases are recognizable at school:

In the undergraduate course HCSV 260 or HCSV 261, candidates describe the connection between the health of the student and their ability to learn. Candidates identify ways to enhance mental health in the classroom as well as identify common sources of stress and ways to reduce

stress for the student. Candidates identify common chronic and communicable diseases of children and adolescents and discuss how to make referrals when the diseases are recognizable in the classroom. Candidates describe appropriate referral procedures to community resources and school services.

(iii) Effective strategies for encouraging the healthy nutrition of children and youth;

In the undergraduate course HCSV 260 or HCSV 261, candidates apply knowledge of basic nutritional concepts as they affect constructive and destructive dietary practices common to the child. Candidates analyze the multiple factors influencing the child's dietary practices, i.e. economic, cultural, psychological, and social. Candidates explain the application of the Health Instruction Framework for California Public schools and the California Challenge Standards for Health Education to develop curriculum addressing the nutritional needs of the child.

(iv) Knowledge and understanding the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

In the undergraduate course HCSV 260 or HCSV 261, candidates describe the physiological, psychological and sociological effects of various legal and illegal substances, to include alcohol, tobacco, and other drugs, on the school age child. Candidates describe the application of effective strategies for promoting health, including the prevention of violence, alcohol, tobacco and other drugs use and abuse, anabolic steroids, and risky sexual behaviors.

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

In the undergraduate course HCSV 260 or HCSV 261, candidates recognize that classroom behaviors are influenced by physical, psychological and cultural factors. Candidates learn to recognize behavior that may cause harm to the child or to other children and learn specific strategies to defuse a potentially escalating incident. Candidates learn to recognize emotional problems found in students and address specific strategies to ensure the safety of all in their care. Candidates analyze health curriculum materials for appropriateness and effectiveness to address numerous health related issues, including the explicit instruction of anger management and ways to reduce stress in children and adolescence. As part of their undergraduate field experience, candidates are provided with numerous opportunities to observe and reflect on effective classroom practices as demonstrated by their cooperating teacher. Candidates keep a field journal documenting their observation and reflections regarding numerous issues related to preventative classroom management strategies.

In the professional preparation program, course EDTE 229/246E, Teaching in Inclusive Settings [TABS 19, 27], candidates learn about behavior reduction interventions for bullies, specific strategies for preventing students with aggressive or violent behaviors from harming others, the implementation of conflict resolution management in the classroom and the

components of an anger management program, Second Step from Children's Place. Candidates learn ways to prevent incidents from escalating, while maintaining a positive learning environment for all learners.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

In the undergraduate course HCSV 260 or HCSV 261, candidates locate reliable sources of health information and services in the school, community, county, state, federal departments of education as well as professional association and computer networks that may act as resources for the various health related issues found in the schools. Candidates identify appropriate services that are part of school communities that may support the various needs of the students.

In the professional program course, EDTE 229/246E [Tabs 19, 27], candidates identify the various services a part of their field placements related to the social, health, educational, and language related services available for children and their families. Candidates present the information to other candidates to build their familiarity with the various types of services available by school site and communities. Candidates utilize these resources in their field placements as the need arises. Candidates work in conjunction with the cooperating teacher to ensure all students are provided with the support services needed to ensure their academic success.

STANDARD 11

Preparation to Use Educational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

The Bilingual Professional Preparation Program (BPPP) in the Department of Professional Studies in Education (PSED) prepares candidates to provide comprehensive instruction to all learners. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach all learners in both the undergraduate prerequisite coursework and the professional program coursework. Field experiences are an integral part of both areas.

The undergraduate courses taken by all bilingual candidates at this level, PSY 041/141, PSY 202, EDUC102 [TAB 3], PSY 214, ENGL 121 [TAB 5], and EDTE 289C [TAB 4], specifically address the major concepts, principles, theories and research related to child and adolescent development, human learning, and the social, cultural and historical foundations of education.

In PSY 041/141, Socio-cultural Context, candidates gain an understanding of how social and cultural processes are integral parts of children's cognitive, social, and emotional development. Students explore how the family, community, schools, religion, gender and other specific social conditions influence human development. In EDUC 102, Access and Equity in Education [TAB 3], candidates are shown how instruction of English Learners is affected by: (a) state and federal legal mandates, (b) the role of family background and experiences, and (c) the philosophy and goals of organizational structures. This course also begins to foster candidates' understanding of the foundations of education and the functions of schools in society. The role of the family background is discussed as it relates to the academic success of students. In PSY 214, candidates explore trends in cognitive, emotional, and social development, and how knowledge of these can help to make teaching more effective. In ENGL 121, Principles of English Language [TAB 5], candidates are introduced to the language structure, language variation, languages of the world, and language acquisition. In EDTE 289C, Introduction to Multicultural/Multilingual Settings [TAB 4], candidates begin to develop an understanding of the role of the teacher and their personal belief systems. Candidates examine state documents, frameworks, classroom practices, and programs for all learners. Candidates examine their own belief system regarding the parent's role, the teacher's role and the student's role in creating a successful educational experience for the child.

The BPPP has designed multiple systematic opportunities for candidates to have meaningful field experiences. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hours of early classroom experiences. In addition, prospective candidates are encouraged to participate in professional

development programs such as Community Action Volunteers in Education (CAVE), California Mini-Corps, Educational Talent Search, Teacher Diversity Program and Upward Bound to satisfy these hours. All of these support programs facilitate opportunities for students to work with all learners in K-12 classrooms. In addition to the mandated 45 hours of early classroom experience, all candidates considering enrollment in the Bilingual Professional Preparation Program, must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C. This field experience is deliberate and systematic and begins to develop candidates' competencies to deliver comprehensive instruction to all learners. Candidates have multiple opportunities to observe how these concepts of social, cultural and historical foundations of education are represented in the California schools. Candidates are asked to keep a written journal documenting their beginning understanding of concepts presented in seminar and their connections to classroom experiences. Additionally, candidates complete written assignments that include analysis of classroom instruction as it relates to the history of current instructional models as well as the students response to various teaching methods.

The Bilingual Professional Preparation Program candidates continue to (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice. The professional preparation coursework in the bilingual program systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in PSY 041/141 and EDUC 102 to springboard into the curriculum development and assessment course series. In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice.

The following section substantiates the high standards that the BPPP implements to insure the preparation to teach all students in California schools.

11(a) *Child and Adolescent Development.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

In the undergraduate course PSY 202, Child and Adolescent Psychology, candidates examine and discuss theories and empirical research relevant to the physical, mental, and socio-emotional development from the prenatal period through adolescence. In HCSV 260 or HCSV 261, Health Science for Teachers, and PHED 102, Foundations of Children Physical Education, candidates discuss growth and development and distinguish between normal and abnormal growth and development. Candidates also recognize the developmental characteristics of elementary school children and explain implications of these characteristics for planning physical education lessons. Also, in the undergraduate course HCSV 260 or HCSV 261, candidates describe the connection between the health of the child and their ability to learn. Candidates are

asked to critique health programs to address appropriate teaching strategies regarding health education curriculum in the schools.

In the undergraduate courses, ENGL 121 [TAB 5] and ENGL 232 [TAB 6], candidates acquire knowledge about first language acquisition and patterns of development, early childhood bilingualism, second language acquisition and developmental sequences, and the influence of first language literacy on second language acquisition and literacy development. In addition, candidates learn about the relationships between culture of emphasis and dominant culture. The Critical Period Hypothesis, factors influencing success, and inter-language studies are also examined in these undergraduate courses. In addition, ENGL 232, candidates start to learn about effective methods and strategies to develop the four language processes: listening, speaking, reading, and writing. For example, to develop reading processes, candidates learn about schema theory and how background knowledge facilitates reading comprehension. The course has candidates explore how strategies, such as reader's theater, teaching vocabulary in context, and using literature, motivate students and reinforce reading skills. Instruction on writing includes, but is not limited to, teaching about rhetorical structures, a focus on grammatical forms, and the development of critical thinking skills. Issues and factors to be considered in designing and adapting materials that foster the development of all four language processes are also discussed.

In EDUC 102, Access and Equity in Education [TAB 3], candidates analyze social, cultural and linguistic barriers that may exist between the home and school, including issues related to family structure, functions, and socialization. Candidates examine specific demographic information, current conditions, court cases, ballot initiatives, and laws affecting the California school population and the implications of these realities for educators. Candidates learn about the current demographics of California schools, and the role of status and gender a part of diverse cultures. Candidates are introduced to the current conditions faced by the California student population through course readings and in-class lectures, and are provided with models used by educators in responding to these conditions in an effective manner. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes to be successful in examining the principles of equity in education for all children.

The professional preparation coursework systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in the prerequisite coursework to springboard into the classroom management, curriculum development, and assessment course series. In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice. These connections are facilitated through the systematic implementation of effective strategies, the use of materials designed for ELs and Special Populations, curriculum development and assessment of students.

Finally in EDTE 289C [TAB 4], candidates explore the issues of cognitive, social and emotional factors that contribute to the success of school in children. Issues of teacher expectations and student motivation are discussed. Candidates examine the factors that contribute to the academic success of students and examine their own beliefs about the role of the teacher as a student motivator. Candidates develop an understanding of strategies that motivate all learners and reflect on current practices observed in the schools. As part of the course, candidates are asked to complete 30 hours of field observation in a multicultural school

setting. Candidates are asked to keep a field journal documenting their reflections of effective teaching practices related to the cognitive, social, and emotional development of the child.

In the professional preparation program issues of first language and second language acquisition and development are central to EDTE 229D and EDTE 246D [TABS 18, 26]. Candidates discuss historical and current theories, social context and contributions of brain research on language learning. Language structures and functions are reviewed. Differences between students' basic communication skills (BICS) and cognitive academic language proficiency (CALP) are explored.

In EDTE 229/246A [TABS 15, 23], candidates learn and begin to apply various models of instruction that meet the needs of the diverse student population a part of the California schools. Candidates analyze instructional models such as the Direct Instruction Model, Concept Attainment Model, Concept Development Model, the Inquiry Model and the Cooperative Learning Model. Through these various models, candidates learn about instructional delivery to allow for L1 and L2 acquisition, organizational strategies to implement L1 and L2 development, and the development of higher-order thinking skills in L1 and L2. Candidates design and implement lessons demonstrating their understanding of the instructional models and application in a classroom setting. Candidates also further develop an understanding of the relationship of teacher expectations to student achievement. Candidates are asked to reflect on effective practices observed in their field placements that demonstrate student motivation. Furthermore, candidates are asked to design and present lessons demonstrating their application using these instructional models and strategies reflecting high expectations for student achievement and student motivation based on the needs of the student population. Feedback is given to candidates based on formal and informal observations. Areas for development are targeted and further support is provided by both university supervisor and cooperating teacher. This foundation is further developed in the subsequent courses EDTE 229B/EDTE 246B, Curriculum Development and Instructional Strategies [TABS 16, 21], and EDTE 229/246G, Content Instruction and Assessment [TABS 21, 29]. Candidates are asked to develop thematic units incorporating various instructional models to meet the needs of the student population a part of their student teaching experience. According to Richard Andrews, in *A Prescription for Improving Teaching Preparation*, student teachers need to master their subject, learn how to teach the subject, and learn how to teach it in diverse settings. Candidates are given numerous opportunities to master their subject and learn how to teach the subjects to a diverse population.

11(b) *Theories of Learning.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

As described above, candidates in the BPPP receive extensive opportunities in prerequisite and professional preparation to learn major concepts, principles and research associated with theories of human learning and achievement.

In prerequisite courses, PSY 041/141, candidates gain an understanding of how social and cultural processes are an integral part of children's' cognitive, social, and emotional development. Students explore how the family, community, schools, religion, gender and other

specific social conditions influence human development. Through discussions, presentations, in-class writing assignments, and research, candidates analyze current research about children's growth, learn multiple factors that contribute to human growth and development, contrast patterns of typical development with patterns of atypical development across disabilities, and apply their developing knowledge in learning experiences with elementary school children.

In Psychology 214, Psychology of Teaching, major concepts, theories, and principles related to the cognitive and linguistic development of children are applied to understand their usefulness in explaining differences in student motivation and learning and to guiding instructional decision-making. Theory and research-based strategies for increasing student motivation for learning are embedded in the instruction of each theory (e.g., high rates of success typically increase compliance and motivation; the effects of praise, and what kinds of praise are effective; strategies for developing self-regulation, self-efficacy, and continuing motivation; Vygotsky's notion of scaffolding and/or coaching by a more capable peer and how that influences motivation, etc.).

In EDTE 289C [TAB 4], candidates discuss students' needs and their characteristics as influences in teacher decisions. Candidates read and discuss ways to gather information about their learners regarding culture, students' prior knowledge and experiences, interests, intellectual abilities, and learning styles to better instruct their students. Candidates discuss how each of these factors relates to student learning and achievement. In addition, candidates are introduced to Brain Research, developmentally appropriate practice, basic principles of constructivism, providing authentic learning opportunities and progressivism, essentialism, and reconstructionism as they are seen today in our schools.

In the BPPP, candidates further extend their understanding of human learning and educational philosophies and apply this understanding in planning educational experiences with students in the school settings. In course EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning [TAB 15] and EDTE 246A, Educational Psychology [TAB 23], candidates learn ways to gain information about their students and begin accumulating information through initial observations. Candidates are asked to observe students in their field placements and record their reflections of their students' cultures, interests, learning styles, prior experiences and intellectual abilities. Candidates further develop their understanding of students learning styles, providing differentiated instruction, and introductory assessments tools, such as informal surveys and questionnaire to gain initial information regarding their students. Candidates use this information as the basis for planning, designing and implementing learning experiences for their students. Cooperating Teachers and supervisors provide the candidates with feedback regarding their observations and subsequent lesson design and implementation.

Candidates continue to develop this understanding in the EDTE 229 series in various content area classes and assignments. Candidates rely on knowledge of human learning as they plan, design and implement instructional learning opportunities for their students.

11(c) *Social, Cultural and Historical Foundations.* Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure

maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

Candidates in the BPPP receive extensive opportunities in prerequisite and professional preparation to learn major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. In EDUC 102, Access and Equity in Education [**TAB 3**], candidates analyze the historical and cultural traditions of the major cultural and ethnic groups in California society in order to understand how those traditions, community values, and resources impact instruction in the classroom. They explore the factors that contribute to an equitable classroom community, one that promotes the physical, social, emotional, and intellectual safety for all students.

As evidenced in the syllabus of EDUC102, Access and Equity in Education [**TAB 3**], candidates are led to understand the roles of teachers as social change agents and to examine systematically beliefs, attitudes, and expectations about diversity. Through assigned readings, discussions, interviews, and research, candidates explore classrooms that prepare all students for life in a pluralistic society, and learn how to provide equal access to education for all students.

In English 232, Theory and Practice of Second Language Acquisition [**TAB 6**], candidates analyze pedagogical approaches to second language acquisition, communicative approaches, psychological considerations, motivational theories, language processes as they complete assigned readings, work and develop an in-depth case study with a second language learner. Candidates begin to appreciate the linguistic diversity apparent in California public schools.

In the prerequisite course, EDTE 289C, Introduction to Multicultural/Multilingual Settings [**TAB 4**], candidates learn about the demographics of California's school settings, and its effect on the teaching and learning process. Candidates take part in discussions that asks them to reflect on their own experiences with peoples of other cultures and how these experiences have influenced their perceptions of students from diverse cultural and linguistic backgrounds. Candidates are asked to observe their placements and describe their classroom setting. Candidates are asked to analyze the teaching/learning contexts in regards to course discussions and begin to develop their own educational philosophies, incorporating the issues of equity for all students.

In the BPPP, candidates further develop their understandings of the social and cultural issues in the K-12 schools. In EDTE 229/246D, Teaching English Learners: Literacy and Academic Success [**TABS 18, 26**], candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Díaz-Rico & Weed, 2002). Candidates develop questioning strategies that promote critical thinking skills for all levels of language proficiency. They are taught to apply their knowledge about learning styles to classroom organization to capitalize on students' strengths and maximize opportunities for language development.

Furthermore, Candidates take part in the EDTE 229 series for specific content areas that asks them to evaluate instructional materials in light of multicultural issues presented in class. Candidates learn to select appropriate teaching strategies to ensure maximum learning for all students and reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools. Candidates are asked to design instructional units that reflect their understanding of best practices in regards to analyzing teaching/learning contexts, evaluating

instructional materials, selecting appropriate teaching strategies to ensure maximum learning for all students, and, reflecting on pedagogical practices in relation to the purposes, functions and inequalities of schools. Classroom cooperating teachers and university supervisors provide written feedback of the candidates' ability to effectively demonstrate their mastery of these concepts [TABS 32, 33, 34].

STANDARD 12

Professional Perspectives Towards Student Learning and the Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

The BPPP focus on professionalism begins with candidate selection and continues throughout the program. Following an extensive selection process, candidates develop their professional practices according to state standards and performance expectations. These guidelines provide the basis for program prerequisites, courses, and field experiences. The BPPP provides articulated opportunities for candidates to examine their own beliefs about teaching and learning. There are several assignments completed in undergraduate prerequisites and professional program coursework that require candidate examination of their beliefs relative to the teaching and learning process.

In the prerequisite course, EDTE 289C: Practicum in the Multilingual/Multicultural Classroom Settings [TAB 4], candidates are introduced to a range of educational philosophy models at the beginning of the semester. Candidates then present their philosophy of education relative to current beliefs relative to professional and ethical commitments. In EDTE 246A: Educational Psychology [TAB 23] Single Subject candidates' social, cultural and linguistic experiential backgrounds, beliefs and values are related to effective teaching and interpersonal relationships in secondary schools. In 229A: Creating and Maintaining a Supportive Learning Environment [TAB 15], Multiple Subject candidates learn techniques and strategies that motivate students, foster self-esteem, and develop positive attitudes that promote learning and achievement, responsibility and equity. Candidates examine communication practices in daily instruction relative to cultural and linguistic factors that might affect communication and teacher expectations. Through classroom assignments and discussion, candidates are expected to examine the critical factors of their own decision-making and how their beliefs affect classroom interaction and evaluation.

12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers

toward the work of teaching and toward students.

In the BPPP prerequisites, candidates provide an initial perspective relative to conceptions of education and responsibilities required of a practicing educator. EDUC 102: Access and Equity in Education [TAB 3] introduces alternative models of instruction and the professional perspectives and theories that lead to the development of each model. This course introduces the responsibilities of the teacher to provide access to the core curriculum for all students, a theme that permeates all subsequent BPPP courses and field evaluations.

Another BPPP prerequisite course, EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings [TAB 4], presents major ethical principles underlying the profession of teaching and engages candidates in discussions and reflective writings in which their ability to apply ethical practices to situations is assessed. In these and other courses, BPPP candidates are required to complete products which provide valid and reliable documentation that they are developing professional practices which benefit individuals and their families and acquiring knowledge of ethical standards and laws and regulations.

As part of the pre-program application and interview process, candidates address issues of their own educational experiences, background and expectations. For example, candidates are asked to write a response to the prompt “ Describe your perception of the ideal teacher and how you plan to work toward that ideal.” Candidate responses are scored by the faculty selection committee on scales addressing communication skills (i.e. organization of thought); interpersonal skills (i.e. working with groups); personal strengths (i.e. flexibility), and professional qualities (i.e. commitment to education). These initial perspectives serve as a starting point for candidates to develop professional beliefs and values.

These entry-level conceptions of education are then addressed, assessed, and refined throughout the program coursework. EDTE 229A: Creating and Maintaining a Supportive Learning Environment for Student Learning and EDTE 246A: Educational Psychology offer specific assignments designed to prepare all candidates to explore multiple perspectives of curriculum and instruction [TAB 4, 15, and 23].

12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

In the prerequisite course, EDUC 102: Access and Equity in Education [TAB 3], prospective teachers examine access and equity issues in education relative to current demographics of California schools, integration of multicultural education and promotion of social justice. Candidates learn to identify, analyze, and minimize personal and institutional bias as they explore the complexities of living and teaching in pluralistic, multicultural societies.

Among the course objectives and outcomes assessed are:

- (1) describing the influence of culture and family backgrounds and experiences on students’ academic success;
- (2) identifying and analyzing personal and institutional bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students;

(3) examining the ways in which school funding can create inequities and create barriers to equal access to education.

The link between cultural conflict, equity and academic outcomes is further explored in prerequisite courses SOCI 158, HIST 35, and LAST 50 [TABS 2, 7, 8].

12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

Assessment and evaluation issues are addressed in each course of the BPPP. Building on the knowledge base formed in EDTE 229A: Creating and Supporting Learning Environment for Student Learning, EDTE 246A: Educational Psychology, EDTE 229G: Interdisciplinary Instruction and Assessment and EDTE 246G: Subject-Specific Content Instruction and Assessment candidates develop competence in designing and using techniques and strategies for assessment; considering cultural and linguistic diversity factors in assessment; using curriculum-based assessment; using and interpreting standardized tests. Each candidate is assessed for his/her ability to:

- (1) demonstrate understanding and appropriate use of norm- and criterion-referenced tests, curriculum-based and ecological assessments, observation records, task analysis, interviewing techniques, and questionnaires.
- (2) demonstrate knowledge and skill in designing and administering assessment tools appropriate for individuals with diverse social and ethnic backgrounds and with varying language, communication, and cognitive skills.
- (3) apply critical observations, interviews, and clear record-keeping schemes to assess and encourage student goal-setting and progress.
- (4) use standardized and non-standardized general education assessment techniques to make initial determinations of student needs and to determine the effectiveness of instruction.
- (5) gather and integrate assessment information from a variety of sources, including both formal and informal instruments, direct observation, interviews, and records from other members of the community.
- (6) gather assessment data to identify students' strengths of needs as required on an individual educational plan, individual transition plan, or behavior intervention plan.

The syllabi of all BPPP academic courses (EDTE 229/246 A/B/C/D/E/G), [TABS 15, 16, 17, 18, 19, 21, 23, 24, 25, and 26], give further evidence of the ways in which candidates learn the professional educator's cycle of diagnosis and prescription. Candidates receive instruction relative to using multiple sources of data in making and evaluating their instructional planning decisions.

12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the

responsibility to maximize each learner’s achievements by building on students’ prior instruction and experience.

The entire academic sequence of the BPPP (EDTE 229/246 A/B/C/D/E/G), [TABS 15, 16, 17, 18, 19, 21, 23, 24, 25, and 26] teaches that powerful individualized and group instruction scaffolds on students’ experience, prior knowledge, abilities and interests. BPPP course topics such as: integration across content areas, interdisciplinary approaches to instruction, supporting first language and culture, and developing student background knowledge underlie the content of each BPPP course.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher’s unique role in advancing each student’s academic achievements

Candidates in the BPPP have a variety of opportunities to determine the critical role of the teacher to advance each individual student’s academic, personal, social, and emotional development. Activities detailed in Standard 12a demonstrate how the program systematically builds a candidate’s capacity to develop the gifts and talents of each pupil they will encounter. Candidate competency is assessed in EDTE 289A, EDTE 229A, and EDTE 246A [TABS 4, 15, and 23].

A description of the field and course outcomes that lead to the formation of candidate’s professional conduct and responsibilities is found in the general introduction to this Standard (12), and in this Standard’s Element (a) text. Courses EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings, EDTE 229A: Creating and Maintaining a Supportive Learning Environment for Student Learning and EDTE 246A: Educational Psychology [TABS 4, 15, and 23] are particularly aligned to this element. Readings and discussion associated with the twelfth session of EDTE 229G and EDTE 246G provide candidates the opportunity to analyze how best to collaborate with parents, specialists, and support personnel to provide differentiated instruction and help their students reach instructional goals. The thematic unit assignment and case study project in EDTE 229 G and EDTE 246G [TABS 21, 29] afford candidates the opportunity to analyze other services available for students and incorporate these services in instructional delivery.

12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

The BPPP provides opportunities for candidates to identify appropriate collaborative strategies to be used by the classroom teacher when working with educational specialists such as English Language Development and Special Education Resource personnel, along with parent volunteers in the classroom. Assignments in EDTE 229D, E & G and EDTE 246 D, E & G [TABS 18, 19, 21, 26, 27 & 29] require candidates to determine best practice in fostering coordinated instruction for the benefit of their students. EDTE 229 G & 246 G require that while

recognizing the diverse linguistic and cultural backgrounds of learners in a bilingual/crosscultural setting, candidates will collaborate with parents, specialists and support personnel in the schools to provide differentiated instruction and help students reach instructional goals [TABS 21 & 29].

STANDARD 13

Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement and instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students; language abilities, and to develop lessons that promote students; access and achievement in relation to state- adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

The Bilingual Professional Preparation Program (BPPP) in the Department of Professional Studies in Education (PSED) prepares candidates to provide comprehensive instruction to English Learners (ELs). One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, the preparation of candidates takes place at the undergraduate, the professional program coursework, and through fieldwork components. The corresponding courses are identified in Table 1. Table 13A identifies the courses where the various elements of Standard 13 are met.

There are five pre-requisite courses taken by all PSED multiple and single subject candidates. ENGL 121: Principles of Language and ENGL 232 Theory and Practice of Second Language Acquisition [**Prerequisite Tabs 10, 11**] address individual factors that influence language acquisition, principles and practices for English language development, receptive and productive language skills and assessment and diagnostic practices that assist ELs. In ENGL 232, course participants must have a Conversation Partner and assignments require participants to identify their EL partner's language patterns and stage of English language development.

In EDUC 102: Access and Equity in Education [**Prerequisite Tab 15**], candidates are shown how instruction of ELs is affected by: (a) state and federal legal mandates, (b) the role of family background and experiences, and (c) the philosophy and goals of organizational structures.

The fourth pre-requisite course, EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings [**Prerequisite Tab 9**], is the capstone course prior to program entry for the BPPP. In this course, candidates begin to develop an understanding of the cognitive and pedagogical factors influencing language acquisition and the need for using a variety of techniques, instructional strategies and assessment practices for ELs. EDTE 289C has a 30-hour required fieldwork component. Whenever possible, prospective candidates are mentored by a candidate in the BPPP and placed in a classroom with a significant number of ELs and with a

cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. This field experience is deliberate and systematic and begins to develop multiple and single subject candidates' competencies to deliver comprehensive instruction to ELs.

Bilingual multiple and single subject candidates also take BLMC 219: Bilingual Teaching Competence: Language [**Prerequisite Tab 14**] as a pre-requisite course. The focus of this course is Spanish academic language development in mathematics, science and social science. This course introduces candidates to a structural approach to cooperative learning and to the student content area standards in mathematics, science and social science. Although this course is taught in Spanish, the strategies learned are applicable to language development regardless of the language of instruction. Furthermore, the strategies and vocabulary acquired foster the development of conceptual understanding and knowledge in the subjects of the core curriculum.

As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hour of early classroom experiences prior to entry in a professional preparation program. As noted above, some pre-requisite courses include assignments requiring undergraduate students to interact with ELs. In addition, prospective candidates are encouraged to participate in professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, California Mini-Corps, Educational Talent Search, Teacher Diversity Program and Upward Bound to satisfy these hours. These support programs facilitate opportunities for undergraduate students to work with ELs and some require participation in tutoring training programs designed to meet the needs of ELs in K-12 classrooms. These program offer students undergraduate units or pay for their work in K-12 classrooms.

Multiple and single subject candidates continue to: (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice in the professional program coursework. The key course addressing the instructional needs of ELs is EDTE 2229D Teaching English Learners: Literacy and Academic Access (multiple subject) or EDTE 246D Teaching English Learners in Secondary Settings: Literacy and Academic Access [**Program Tabs 28, 36**]. In this course, candidates focus on developing techniques and instructional strategies to provide ELs with opportunities to develop comprehensive literacy in English including academic language development and access to core curriculum. Candidates study the elements in different program models introduced in EDUC 102. The professional preparation coursework systematically integrates content across a series of courses to ensure competency in meeting the professional standards (EDTE 229A Creating and Maintaining a Supportive Learning Environment, EDTE 229B Curriculum Development and Instructional Strategies, and EDTE 229G Curricular Development and Assessment – multiple subject – or EDTE 246B Curriculum Development and Instructional Strategies in Secondary Settings and EDTE 246G Content Specific Instruction and Assessment in Secondary Settings – single subject – **Program Tabs 25, 26, 30, 34, 38**). Therefore, candidates use the foundation established in EDTE 229D (multiple subject) or 246D (single subject) [**Program Tabs 28, 36**], to springboard into the classroom management, curriculum development, and assessment course series.

In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice. These connections are facilitated through the systematic implementation of effective strategies, the use of materials designed for ELs, curriculum development and assessment of student outcomes. In EDTE 229D or EDTE246D and EDTE 229C Teaching Reading/Language Arts in Self-Contained Classrooms or EDTE 246C Teaching Content Area Reading/Language Arts in Secondary Settings [**Program Tabs 28, 36, 27, 35**] candidates explore programs for English language development and their relationship to the

state-adopted reading/language arts student content standards and framework and the English Language Development (ELD) standards. The connection between first language literacy and second language development is also addressed in these two courses. Furthermore, in the Bilingual Program, multiple and single subject candidates study effective methods for teaching reading/language arts and facilitate comprehensive literacy in their students' primary language.

The BPPP has designed multiple systematic opportunities for multiple and single subject candidates to have meaningful fieldwork. Multiple subject candidates have two placements (EDTE 229F Field Experience and EDTE 229S Student Teaching [**Program Tabs 31, 32**]) where a significant number of students are ELs and with a cooperating teacher, who holds a CLAD or BCLAD emphasis teaching credential. Spanish/English bilingual multiple subject candidates are assured at least one semester placement in a classroom with a BCLAD credentialed teacher where Spanish and English are used for instruction.

Single subject candidates have a year-long placement (EDTE 246F Field Experience in Secondary Settings and EDTE 246S Student Teaching in Secondary Settings [**Program Tabs 39, 40**]) at a junior high school or senior high school. Each single subject candidate is placed for at least one period in an English Language Development (ELD) class with a cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. Each candidate takes over full teaching responsibility for the ELD class throughout Phase II (second semester) of the BPPP.

Candidates implement and reflect on instructional practices and materials that promote English language development and the rapid acquisition of listening, speaking, reading, and writing skills in English. Coursework assignments include, but are not limited to requiring multiple and single subject candidates to: (a) identify critical features of effective instructional programs for ELs evident in their classroom and school site; (b) develop and present individual lessons and instructional units based on the student content standards and the appropriate ELD standards for the ELs' assessed levels of English proficiency; (c) understand the importance of their students' family background and experiences; and (d) analyze the existing support system(s) designed to meet the needs of ELs and the specialist and paraprofessionals needed to sustain them. In addition, bilingual candidates are provided with multiple and systematic opportunities to develop and present lessons in their students' primary language and discuss issues in classroom organization and management relative to instruction in two languages. As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers are consistently providing feedback on the effectiveness of lesson design and delivery in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for improving instructional practices relative to the needs of ELs are also included in the feedback forms.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

The undergraduate, pre-requisite course, EDUC 102 Access and Equity in Education [**Prerequisite Tab 15**], introduces multiple and single subject candidates to the different program models designed to meet the needs of ELs. In EDUC 102 candidates also receive preparation that assists them in determining the extent to which the different models promote language development, access to the core curriculum, equity, and respect for ELs. Bilingual candidates examine school-based organizational structures and the state-adopted reading/language arts student content standards and framework in EDTE 289C Practicum in Multilingual/Multicultural Classroom Settings [**Prerequisite Tab 9**].

In EDTE 229D and EDTE 246D [**Program Tabs 28, 36**], candidates identify the characteristics of various service delivery models, and the benefits and drawbacks associated with implementation. In EDTE 229D and 246D, candidates determine essential components for English Language Development programs and demonstrate how these components will systematically advance ELs into the state-adopted reading/language arts student content standards and framework. In the ELD Program Rationale Assignment for EDTE 229/246D, candidates must develop a philosophy and select goals to drive an ELD program of their own design. Given the crucial nature of reading and writing skill development for ELs, candidates analyze Reading/Language Arts State Standards in EDTE 229C [**Program Tab 27**], and integrate these standards and the California English Language Development Standards into curriculum development activities in the curriculum and instruction courses.

Multiple and single subject candidates are asked to identify the organizational structures designed to meet the needs of ELs at their school site in EDTE 229G and EDTE 246G [**Program Tabs 30, 38**]. They are required to design and present lessons for the ELD program in their classroom placement. As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers are consistently providing feedback on the effectiveness of lesson design and delivery in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for improving instructional practices relative to the needs of ELs are also included in the feedback forms.

13(b) The program’s coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students’ assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

In ENGL 232 Theory and Practice of Second Language Acquisition [**Prerequisite Tab 11**], multiple and single subject candidates start to learn about effective methods and strategies to develop the four language processes: listening, speaking, reading, and writing. For example, to develop reading processes, candidates learn about schema theory and how background knowledge facilitates reading comprehension. The course has candidates explore how strategies, such as reader’s theater, teaching vocabulary in context, and using literature, motivate students and reinforce reading skills. Instruction on writing includes, but is not limited to, teaching about rhetorical structures, a focus on grammatical forms, and the development of critical thinking

skills. Issues and factors to be considered in designing and adapting materials that foster the development of all four language processes are also discussed.

Multiple and single subject candidates have a variety of opportunities to plan, present, and evaluate instruction. Most notably in EDTE 229D and 246D [**Program Tabs 28, 36**], candidates evaluate the characteristics of effective methods and strategies designed to meet the needs of ELs. Candidates are asked to develop and modify lessons using effective strategies to meet needs at the different levels of English language proficiency. In addition to course texts, candidates research web sites where they can access information about additional methods, strategies and materials. Candidates analyze lessons for the purpose of identifying techniques and strategies promoting English language development for ELs. In the reading courses, candidates learn how the four language processes support language development and that lessons should engage students in all four processes as often as possible. What candidates learn about effective methods, strategies and appropriate materials in EDTE 229/246D is further supported in EDTE 229B, EDTE 229C, and EDTE 229G (multiple subject and EDTE246B, EDTE 246C, and EDTE 246G (single subject) and in both fieldwork courses, EDTE 229F and EDTE 229S (multiple subject) and EDTE246F and EDTE 246S (single subject) [**Program Tabs 26, 27, 30, 31, 32, 34, 36, 38, 39, 40**]. Candidates are required to identify and record the ELD standard(s) being addressed on the lesson and instructional unit plans they develop for program coursework and for classroom delivery. In various course assignments, candidates are directed to refer to CELDT results to find their students' appropriate ELD level before planning appropriate and effective lessons that lead to acquisition of literacy skills and content knowledge. These assignments provide opportunities to assess the candidates' skills and abilities.

In their fieldwork, multiple and single subject candidates present lessons and content area units that are responsive to students' assessed levels of English proficiency, and leading to the development of the four language processes in English comparable to those of their grade level peers. University supervisors and cooperating teachers debrief observed lessons, candidates are provided with feedback regarding the lesson's effectiveness in promoting English Language Development for the identified level of English language proficiency. As noted in the various feedback documents provided to the candidates, university supervisors and cooperating teachers are consistently providing feedback on the effectiveness of materials, methods and strategies that are responsive to ELs' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading, and writing skills in English (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for improving instructional practices relative to the needs of ELs are also included in the feedback forms.

13(c) Through planned pre-requisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

The pre-requisite course, EDUC 102 Access and Equity in Education [**Prerequisite Tab 15**], provides the opportunity to examine court cases, ballot initiatives, and laws that have affected the implementation of programs for ELs. The curriculum of this course includes the study of local, state, and federal educational funding sources, and the influence these funds have on service

delivery to ELs. Multiple and single subject candidates are introduced to the different program models designed to meet the needs of ELs. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes associated with Standard 13. In SPED 143 Overview of Special Education [**Prerequisite Tab 16**], BPPP candidates learn about state and federal laws impacting ELs' referral to and placement in special education programs.

In EDTE 229D and EDTE 246D [**Program Tabs 28, 36**], multiple and single subject candidates study the elements in the different program models introduced in EDUC 102. The role of educators in language planning and policy is discussed. Moreover, candidates are informed about the processes involved in identification, placement, and assessment of ELs to ensure appropriate placement in instructional programs. Candidates are introduced to the California English Language Development Test (CELDT) and how student outcomes impact student placement in instructional programs.

In EDTE 229G Curricular Development and Assessment and EDTE 246G Content Specific Instruction and Assessment [**Program Tabs 30, 38**], bilingual candidates learn the procedures for implementing the state assessment program (STAR 9) as it relates to ELs and other students. In addition, candidates are asked to examine their own views regarding such topics as the Academic Performance Index (API) and social promotion policy relative to ELs.

Multiple subject candidates have two placements (EDTE 229F and EDTE 229S [**Program Tabs 31, 32**]) where a significant number of students are ELs and with a cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. Multiple subject Spanish/English bilingual candidates are assured at least one semester placement in a classroom with a BCLAD credentialed teacher where Spanish and English are used for instruction.

Single subject candidates have a year long placement (EDTE 246F and EDTE 246S [**Program Tabs 39, 40**]) at junior high school or senior high school. Each single subject candidate is placed for at least one period in an English Language Development (ELD) class with a cooperating teacher who holds a CLAD or BCLAD emphasis teaching credential. Each candidate takes over full teaching responsibility for the ELD class throughout Phase II (second semester) of the BPPP.

Assignments in EDTE 229D and EDTE 246D [**Program Tabs 28, 36**] direct candidates to request information about the procedures followed for the identification of needs and selection of services to support the language and academic development of ELs in their classroom. Through course assignments and fieldwork, candidates are able to reflect on how a school and/or district are responding to the state and federal laws pertaining to the education of ELs.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

Candidates meet this element primarily through the pre-requisite courses, ENGL 121 Principles of Language and ENGL 232 Theory and Practice of Second Language Acquisition [**Prerequisite Tabs 10, 11**]. Through these two courses, multiple and single subject candidates acquire knowledge about first language acquisition and patterns of development, early childhood bilingualism, second language acquisition and developmental sequences, and the influence of first language literacy on second language acquisition and literacy development. The Critical

Period hypothesis, factors influencing success, and interlanguage studies are also examined in these pre-requisite courses.

In the undergraduate course, ENGL 232, multiple and single subject candidates work with a Conversation Partner, who is acquiring English. Some of the activities they participate in, include, but are not limited to, identifying language patterns and stages of language development.

In the professional preparation program issues of first language and second language acquisition and development are central to EDTE 229D and EDTE 246D [**Program Tabs 28, 36**]. Multiple and single subject candidates discuss historical and current theories, social context and contributions of brain research on language learning. Language structures and functions are reviewed. Differences between students' basic communication skills (BICS) and cognitive academic language proficiency (CALP) are explored. Candidates delve into Krashen's Monitor Model and examine how its various hypothesis affect language acquisition. Candidates learn to analyze error patterns in oral and written language and to design differentiated instruction. In the reading/language arts coursework (EDTE 229C - multiple subject - and EDTE 246C - single subject – [**Program Tabs 27, 35**], candidates research, observe, and reflect on literacy instruction and how literacy development is affected by oral language and first language literacy.

Furthermore, the curriculum and instruction course series (EDTE 229A, EDTE 229B, and EDTE 229G for multiple subject and EDTE 246B and EDTE 246G for single subject [**Program Tabs 25, 26, 30, 34, 38**]) provides additional opportunities for candidates to apply this knowledge to instructional issues including, but not limited to, classroom organization (e.g., grouping for instruction - EDTE 229A or EDTE 246B –, selection of curriculum materials - EDTE 229B or EDTE 246B and EDTE 229G or EDTE 246G -, development of lessons and instructional units - EDTE 229B or EDTE 246B and EDTE 229G or EDTE 246G -, and assessment procedures - EDTE 229G or 246G - [**Program Tabs 25, 26, 30, 34, 38**],).

Fieldwork experiences, EDTE 229F and EDTE 229S for multiple subject or EDTE 246F and EDTE 246S for single subject [**Program Tabs 31, 32, 39, 40**], provide support for the development of the knowledge base required by this element as candidates work with ELs in their classroom. When candidates develop lessons and instructional units to deliver in their classroom placements, it is expected that their lessons are designed to meet the linguistic needs of the ELs in their classroom. As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers are consistently providing feedback on the effectiveness of lesson design and delivery in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for improving instructional practices relative to the needs of ELs are also included in the feedback forms.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialists and paraprofessionals.

In ENGL 232 Theory and Practice of Second Language Acquisition [**Prerequisite Tab 11**], candidates are provided with systematic opportunities to understand and use instructional practices that promote English language development. In this course, candidates explorations

include, but are not limited to, language classroom processes, development of vocabulary in context, the English spelling system, error correction, the process of discovering meaning in writing, the developmental sequence and appropriate questioning strategies.

In EDTE 289C Practicum in Multilingual/Multicultural Classroom Settings [**Prerequisite Tab 9**], multiple and single subject candidates are introduced to classroom processes and how classroom organization can promote or inhibit English language development. The need for multiple and systematic opportunities for language production as well as input is emphasized. In SPED 143 Overview of Special Education [**Program Tab 16**], candidates discuss the importance of collaboration between the classroom teacher, ELD specialist, and the education specialist in addressing the needs of ELs' in special education settings.

Candidates expand this knowledge base in EDTE 229D and 246D [**Program Tabs 28, 36**] to include management of first- and second-languages. In this course, multiple and single subject candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Díaz-Rico & Weed, 2002).

In EDTE 229D and EDTE 246D, candidates develop questioning strategies that promote critical thinking skills for all levels of language proficiency. They are taught to apply their knowledge about learning styles to classroom organization to capitalize on students' strengths and maximize opportunities for language development. For example, cooperative learning strategies are presented to create classroom environments where ELs have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group before speaking in front of the whole class (Kagan, 1994). Candidates are introduced to the theory of multiple intelligences (Armstrong, 1995). They are instructed on how to use intelligences that are less language dependent (e.g., spatial, bodily-kinesthetic, musical, interpersonal) as a springboard to develop more language dependent intelligences (e.g. linguistic, logical-mathematical, intrapersonal). These instructional approaches and theories, as well as others, are systematically developed in the curriculum and instruction course series (EDTE 229B or EDTE 246B & EDTE 229G or EDTE 246G [**Program Tabs 26, 34, 30, 38**]) where candidates apply them to strategies that promote language development and conceptual understanding. Also in EDTE 229B and EDTE 229G or EDTE 246G, bilingual candidates discuss how to manage first- and second- language use in bilingual classroom settings according to the program model implemented. Candidates are made aware that the proper distribution of first- and second-languages is imperative to the development of biliteracy (Cloud, Genesee & Hamayan, 2000). To ensure equitable language distribution, candidates are shown how to effectively schedule language specific time blocks and employ fellow teachers, specialists and/or paraprofessionals.

Reading comprehension strategies are presented in both EDTE 229D or EDTE 246D and in EDTE 229C or EDTE 246C [**Program Tabs 28, 36, 27, 35**]. Strategies in these courses show candidates how to make expository and narrative text accessible to ELs at varying level of English language proficiency.

Guidelines for working with specialists, paraprofessionals, and volunteers are introduced in EDTE 229D or EDTE 246D and reinforced in EDTE 229G or EDTE 246G [**Program Tabs 28, 36, 30, 38**]. The candidates share how specialists, paraprofessionals, and volunteers are used in their classrooms and discuss how to best use this support personnel to enhance the learning opportunities of ELs in the classroom. This is particularly important in classrooms where the cooperating teacher does not speak the primary language of the students. Bilingual paraprofessionals and other support personnel can be a major asset to the classroom teacher. In

EDTE 229E Teaching in Inclusive Settings or EDTE 246E Teaching in Inclusive Secondary Settings [**Program Tabs 29, 37**], candidates are asked to interview resource specialist or other special education specialist to determine their roles and how the lines of communication flow between the classroom teacher and support personnel.

The carefully selected and well-monitored field placements provide candidates with experiences and opportunities to understand and use instructional practices that promote English language development, including managing first- and second-languages, and organizing the classroom for instruction. As candidates assume full-time teaching responsibilities, their interactions with specialist, paraprofessionals, and volunteers gradually increase. They plan for and explain tutoring or small group activities to support personnel thereby extending the support personnel's teaching skills to better meet ELs' language needs.

As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers are consistently providing feedback on the effectiveness of lesson design and delivery in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for improving instructional practices relative to the needs of ELs are also included in the feedback forms.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English learners.

As noted in Element 13(b), opportunities for BPPP multiple and single subject candidates to acquire, understand and effectively use instructional strategies are initiated in the undergraduate course, ENGL 232 Theory and Practice of Second Language Acquisition [**Prerequisite Tab 11**]. In EDTE 289C Practicum in Multilingual/Multicultural Classroom Settings [**Prerequisite Tab 9**], bilingual candidates begin to analyze classroom patterns of interaction (i.e., teacher-student, student-teacher, student-student) and how they affect students' abilities to understand content.

In addition, in BLMC 219 Bilingual Teaching Competence: Language [**Prerequisite Tab 14**], Spanish/English bilingual candidates are introduced to a structural approach to cooperative learning (Kagan, 1994). In this course, bilingual candidates learn about and use cooperative learning strategies to develop their own Spanish academic language in mathematics, science and social science. They are also introduced to the K-12 content standards in each of these disciplines. In this way, bilingual candidates systematically learn to implement instructional strategies that foster understanding of grade appropriate content and build academic language in Spanish for bilingual classroom settings, where Spanish is used part of the time as a medium of instruction.

Multiple and systematic instructional techniques and strategies are the primary focus of EDTE 229D or EDTE 246D [**Program Tabs 28, 36**] as noted in Element 13(b). As a component of this course, multiple and single subject candidates participate in an all-day training on Guided Language Acquisition Design (GLAD) strategies. GLAD trainers, from a local school district, model multiple strategies and introduce how to implement these strategies in a content area unit.

Application of GLAD and other effective strategies to make grade appropriate or advanced curriculum content comprehensible to ELs takes place throughout the curriculum and instruction course series (EDTE 229A, EDTE 229B, and EDTE 229G for multiple subject and EDTE246B, and EDTE 246G for single subject [**Program Tabs 25, 26, 30, 34, 38**]). In this course series, candidates work with the K-12 content standards and the ELD standards to first develop lessons and eventually, instructional units in the various content areas. Candidates incorporate effective instructional strategies to systematically meet the needs of ELs into grade appropriate content area lessons. Furthermore, candidates must present these lessons and units in their classroom placement. Classroom patterns of interaction and their effect on students' curriculum content comprehension continue to be examined in the curriculum and instruction courses.

In their fieldwork coursework, EDTE 229F and EDTE 229S, and EDTE 246F and EDTE 246S [**Program Tabs 31, 32, 39, 40**], multiple and single subject candidates are required to develop and present lessons and instructional units with grade appropriate or advanced curriculum content is comprehensible to ELs. In their Field Journal, candidates reflect on strategies they have observed or implemented and their effectiveness in promoting understanding for ELs.

As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers are consistently providing feedback on the effectiveness of lesson design and delivery in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]). Suggestions for effective use of systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to ELs are also included in the feedback forms.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

In EDUC 102 Access and Equity in Education [**Program Tab 15**], multiple and single subject candidates are introduced to the significance of student identification as ELs for placement in the most appropriate instructional program available in a district.

This element is met primarily through EDTE 229D (multiple subject) and EDTE246D (single subject) [**Program Tabs, 28, 36**]. The interpretation of assessments of ELs starts in this course. In EDTE 229D or EDTE 246D, multiple and single subject candidates learn the purposes, content and uses of California's English Language Development (ELD) Standards, and the CELDT. The purpose, content and appropriate use of the CELDT in determining language proficiency levels on which to plan further instruction is described. The role of CELDT in the EL identification through redesignation processes is explained.

The need for alternative and multiple modes of assessment practices is also addressed in the BPPP. Cooperating teachers make seminar presentations on a variety of assessment instruments currently used in the CSU, Chico service area. As candidates develop lessons for EDTE 229D

and instructional units for courses in the curriculum and instruction series (EDTE 229A, EDTE 229B, EDTE 229G for multiple subject and EDTE 246B & EDTE 246G for single subject [Program Tabs 25, 26, 30, 34, 38]), they are asked to identify ELD standard(s), as well as, content area standard(s) applicable for students in their classroom setting. The assessments included in these lessons and/or units must assess both the ELD standard(s) and the content area standard(s) identified. In assignments, such as the Case Study in EDTE 229G and EDTE 246G, multiple and single subject candidates identify an EL's level of language proficiency using the appropriate assessment instrument(s) and select ELD standard(s) as goal(s) of instruction. The assignment requires candidates to design appropriate interventions, monitor progress, and evaluate final outcomes. Candidates are asked to implement the selected interventions and assess progress in content area lessons, as well as in language arts lessons.

In EDTE 229B and EDTE 229G for multiple subject and EDTE 246B and EDTE 246G for single subject [Program Tabs 25, 26, 30, 34, 38], candidates continue to demonstrate their ability to make decisions based on test results and to select effective and appropriate instructional strategies. Furthermore, candidates are asked to use multiple measures for assessment and a variety of assessment practices for their instructional units, including, but not limited to, teacher-made tests, performance based assessment and portfolio assessment. In addition, candidates develop rubrics that measure content knowledge in core curriculum at the various levels of language proficiency.

In addition to receiving feedback from a cooperating teacher and university supervisor on making grade appropriate or advanced curriculum content comprehensible to ELs, candidates are also given feedback on their assessment practices (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [Assessment Tabs 44, 45, 46, 47, 7, 8, 48]). Suggestions for improving assessment practices relative to the needs of ELs are also included in the feedback forms.

The connection between assessment and instruction emphasized in the curriculum and instruction course series is brought to fruition in the field placement. Evidence of the candidate's ability to incorporate assessment outcomes consistently in the plan-instruct-assess-plan cycle for ELs, as well as for native English speakers in their classroom is essential for candidates to be recommended for advancement in the BPPP and ultimately for a credential. In addition, candidates develop criterion reference tests for their instructional units and are given the opportunity to observe and/or engage in the administration of some standardized assessment instruments (e.g., CELDT, Adept, CBM, STAR 9, etc.).

13(h) The program is designed to provide opportunities for candidates to learn and understand importance of students' family backgrounds and experiences.

The pre-requisite courses, EDTE 289C Practicum in Multilingual/Multicultural Classroom Settings and EDUC 102 Access and Equity in Education [Prerequisite Tabs 9, 15], provide appropriate opportunities for multiple and single subject candidates to understand the importance of culture and students' family backgrounds and experiences in three tangible ways. First, consistent with state standards, in EDUC 102, candidates develop a rationale for addressing issues of family background and culture in the classroom. Second, candidates study examples of inclusive, supportive, cooperative classrooms in which no student feels like an outsider (i.e.,

Embracing Diversity, Educating Esme, The Freedom Writers Diary). Third, candidates identify barriers ELs face to full participation in the school program and develop solutions for assisting students in overcoming these barriers. Activities in this course require candidates to examine their personal attitudes toward people who come from a culture different than their own.

During the professional preparation program, three courses prepare candidates to respect and value students' family backgrounds and cultural experiences in the classroom setting. In the EDTE 229D and EDTE 246D [**Program Tabs 28, 36**] Case Study assignment, multiple and single subject candidates describe the students' family background in terms of emigration origin and home language. In the reading/language arts instruction courses, EDTE 229C or EDTE 246C [**Program Tabs 27, 35**], candidates are taught how to integrate multicultural children's literature to build on students' family background and cultural experiences. They are also given criteria for the evaluation, selection and use of multicultural children's literature. In EDTE 229D and EDTE 246D and curriculum and instruction courses, EDTE 229B and EDTE 229G for multiple subject and EDTE 246B and EDTE 246G for single subject [**Program Tabs 28, 36, 26, 30, 34, 38**], candidates are presented with features of effective parent involvement for promoting participation in school activities. In addition, in EDTE 229/246G, bilingual candidates discuss issues and principles of Multicultural Education.

In their field placements, EDTE 229F and EDTE 229S (multiple subject) or EDTE 246F and EDTE 246S (single subject) [**Program Tabs 31, 32, 39, 40**], candidates are asked to encourage parent involvement in their students' homework assignments and instructional unit activities, as well as, inviting parent classroom participation. In addition, candidates must participate in a variety of school functions where they have the opportunity to interact with parents (e.g., Back-to-School Night, Parent/Teacher conferences, Open House, Parent Teacher Association meetings, advisory councils, etc). As noted in the various feedback documents provided to the candidates, university supervisors and classroom teachers provide feedback on the importance of family background and parent involvement in meeting the needs of ELs (Phase I & II Fieldwork Responsibility Forms for multiple and single subject, Lesson Observation Feedback Form, Cooperating Teacher Monthly Feedback Form, and the Progress Report Form [**Assessment Tabs 44, 45, 46, 47, 7, 8, 48**]).

STANDARD 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement and instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students; language abilities, and to develop lessons that promote students; access and achievement in relation to state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

The professional preparation programs in the Department of Professional Studies in Education (PSED) prepare candidates to provide comprehensive instruction to English Learners (ELs). One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach ELs in three distinct levels: Level I - Undergraduate Prerequisite Coursework; Level II – Professional Program coursework; and Level III – Field Experiences. The levels and the corresponding courses are noted in Table 1.

Level I: Undergraduate Prerequisite Coursework. There are four prerequisite courses taken by all PSED candidates at this level (Orange Tabs). ENGL 121 and ENGL 232 address individual factors that influence language acquisition, principles and practices for English language development, receptive and productive language skills and assessment and diagnostic practices that assist ELs (Orange Tabs: ENGL 121 AND ENGL 232). In EDUC 102, candidates are shown how instruction of ELs is affected by: (a) state and federal legal mandates, (b) the role of family background and experiences, and (c) the philosophy and goals of organizational structures (Orange Tab EDUC 102). The fourth prerequisite course, EDTE 289C, is the capstone course prior to program entry for the Tri-Placement and the Bilingual Programs in PSED (Orange Tab EDTE 289C). In this course, candidates begin to develop an understanding of the cognitive and pedagogical factors influencing language acquisition and the need for using a variety of techniques, instructional strategies and assessment practices for ELs. In the Concurrent Program, this development is continued in SPED 289C, SPED 229B, SPED 245A (Green Tabs 2a, 2b, 2c, & 2d).

Bilingual candidates also take BLMC 219 as a pre-requisite course (Orange Tab BLMC 219). The focus of this course is Spanish academic language development in mathematics, science and social science. This course introduces candidates to a structural approach to cooperative learning and to the student content area standards in mathematics, science and social science. Although this course is taught in Spanish, the strategies learned are applicable to language development regardless of the language of instruction. Furthermore, the strategies and vocabulary acquired

foster the development of conceptual understanding and knowledge in the subjects of the core curriculum.

Level II: Professional Preparation Program Coursework. In Level II courses, candidates continue to: (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice. The key course in Level II addressing the instructional needs of ELs is EDTE 201C (White Tab EDTE 201C). A bilingual faculty member teaches EDTE 201C to all candidates in the three PSED programs. In this course, candidates focus on developing techniques and instructional strategies to provide ELs with opportunities to develop comprehensive literacy in English including academic language development and access to core curriculum. Candidates study the elements in different program models introduced in EDUC 102 (Orange Tab EDUC102). The professional preparation coursework in all three PSED programs systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in EDTE 201C, to springboard into the classroom management, curriculum development, and assessment course series (Red Tabs: 1.a, 1.b/d; Green Tabs: 2b, 2f, 2g, 2h; Blue Tabs: 3.a., 3b., & 3d). In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice. These connections are facilitated through the systematic implementation of effective strategies, the use of materials designed for ELs, curriculum development and assessment of student outcomes. In EDTE 201C and EDTE 229C, candidates explore programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework and the English Language Development (ELD) standards (White Tab 201C; Red Tab 1c; Green Tab 2d; & Blue Tab 3c). The connection between first language literacy and second language development is also addressed in these two courses. Furthermore, in the Bilingual Program, candidates study effective methods for teaching reading/language arts and facilitate comprehensive literacy in their students' primary language.

Level III: Field Experiences. The three Professional Preparation Programs in PSED have designed multiple systematic opportunities for candidates to have meaningful field experiences. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hour of early classroom experiences. In some prerequisite courses, assignments direct undergraduate students to interact with ELs. For example in ENGL 232, course participants must have a Conversation Partner and assignments require participants to identify their EL partner's language patterns and stage of English language development (Orange Tab ENGL 232). In addition, prospective candidates are encouraged to participate in professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, California Mini-Corps, Educational Talent Search, Teacher Diversity Program and Upward Bound to satisfy these hours. All of these support programs facilitate opportunities for students to work with ELs and some require participation in tutoring training programs designed to meet the needs of ELs in K-12 classrooms. In addition to the mandated 45 hours of early classroom experience, all candidates considering enrollment in one of the three PSED programs must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C/SPED 289C, capstone undergraduate field-based courses (Orange Tab EDTE 289C & Green Tab 2a). Whenever possible, prospective candidates are mentored by a candidate in the respective professional program and placed in a classroom with a significant number of ELs and with a cooperating

teacher who holds a CLAD or BCLAD emphasis teaching credential. This field experience is deliberate and systematic and begins to develop candidates' competencies to deliver comprehensive instruction to ELs.

During the Professional Preparation Program, classroom experiences assure each candidate at least one placement of 10 weeks or longer in a classroom where a significant number of the students are ELs and the cooperating teacher holds a CLAD or BCLAD emphasis teaching credential. Candidates implement and reflect on instructional practices and materials that promote English language development and the rapid acquisition of listening, speaking, reading, and writing skills in English. Assignments in Level II coursework include, but are not limited to requiring candidates to: (a) identify critical features of effective instructional programs for ELs evident in their classroom and school site; (b) develop and present individual lessons and instructional units based on the student content standards and the appropriate ELD standards for the ELs' assessed levels of English proficiency; (c) understand the importance of their students' family background and experiences; and (d) analyze the existing support system(s) designed to meet the needs of ELs and the specialist and paraprofessionals needed to sustain them (Level II Red, Green, and Blue Tabs). In addition, bilingual candidates are provided with multiple and systematic opportunities to develop and present lessons in their students' primary language and discuss issues in classroom organization and management relative to instruction in two languages (Blue Tabs: 3b, 3c, & 3d).

The following section substantiates the high standards that the Tri-Placement Program, the Concurrent Program and the Bilingual Program implement to insure program quality. Table 2 illustrates where the individual elements to Standard 13 are met.

PROGRAM ELEMENTS FOR STANDARD 13: PREPARATION TO TEACH ENGLISH LEARNERS

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

Level I. In the undergraduate, pre-requisite course, EDUC 102, introduces candidates to the different program models designed to meet the needs of ELs (Orange Tab EDUC 102). In EDUC 102 candidates also receive preparation that assists them in determining the extent to which the different models promote language development, access to the core curriculum, equity, and respect for ELs.

Level II. In EDTE 201C, candidates identify the characteristics of various service delivery models, and the benefits and drawbacks associated with implementation (White Tab EDTE 201C). Given the crucial nature of reading and writing skill development for ELs, candidates in Level II analyze Reading/Language Arts State Standards in EDTE 229C, and integrate these standards and the California English Language Development Standards into curriculum

development activities in the curriculum and instruction courses (Red Tabs: 1c, 1b/d; Green Tabs: 2b, 2c, 2g, 2h; & Blue Tabs: 3b, 3c, 3d). In EDTE 201C, candidates determine essential components for English Language Development programs and demonstrate how these components will systematically advance ELs into the state-adopted reading/language arts student content standards and framework. In the ELD Program Rationale Assignment for EDTE 201C, candidates must develop a philosophy and select goals to drive an ELD program of their own design.

Level III. Candidates are asked to identify the organizational structures designed to meet the needs of ELs at their school site. They are required to design and present lessons for the ELD program in their classroom placement (Level III Section: Red, Green, and Blue Tabs).

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

Level I. In ENGL 232, candidates start to learn about effective methods and strategies to develop the four language processes: listening, speaking, reading, and writing (Orange Tab ENGL 232). For example, to develop reading processes, candidates learn about schema theory and how background knowledge facilitates reading comprehension. The course has candidates explore how strategies, such as reader's theater, teaching vocabulary in context, and using literature, motivate students and reinforce reading skills. Instruction on writing includes, but is not limited to, teaching about rhetorical structures, a focus on grammatical forms, and the development of critical thinking skills. Issues and factors to be considered in designing and adapting materials that foster the development of all four language processes are also discussed.

Level II. During their Level II experiences, candidates have a variety of opportunities to plan, present, and evaluate instruction. Most notably in EDTE 201C, candidates evaluate the characteristics of effective methods and strategies designed to meet the needs of ELs (White Tab EDTE 201C). Candidates are asked to develop and modify lessons using effective strategies to meet needs at the different levels of English language proficiency. In addition to course texts, candidates are research web sites where they can access information about additional methods, strategies and materials. Candidates analyze lessons for the purpose of identifying techniques and strategies promoting English language development for ELs. Also, in the curriculum and instruction coursework, candidates identify English Language Arts and English Language Development State Standards to be addressed in the content areas, adapt an existing content area instructional unit and later develop a unit that incorporates multiple and systematic opportunities to promote English language development for ELs (Red Tabs: 1b/d; Green Tabs: 2g, 2h, 2j; & Blue Tabs: 3b, 3d).

Level III. In field experiences, candidates present lessons and content area units that are responsive to students' assessed levels of English proficiency, and leading to the development of the four language processes in English comparable to those of their grade level peers. They

receive feedback and suggestions from the cooperating teacher and university supervisor on their lessons' degree of effectiveness in meeting the needs of ELs in the classroom.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

Level I. The prerequisite course, EDUC 102, provides the opportunity to examine court cases, ballot initiatives, and laws that have affected the implementation of programs for ELs (Orange Tab EDUC 102). The curriculum of this course includes the study of local, state, and federal educational funding sources, and the influence these funds have on service delivery to ELs. Candidates are introduced to the different program models designed to meet the needs of ELs. Additionally, this course requires activities that ask candidates to develop a rationale for teachers to have the knowledge, skills, and attitudes associated with Standard 13.

Level II. In EDTE 201C, candidates study the elements in the different program models introduced in EDUC 102 (White Tab EDTE 201C & Orange Tab EDUC 102). The role of educators in language planning and policy is discussed. Moreover, candidates are informed about the processes involved in identification, placement, and assessment of ELs to ensure appropriate placement in instructional programs. Candidates are introduced to the California English Language Development Test (CELDT) and how student outcomes impact student placement in instructional programs.

In EDTE 229D, bilingual candidates learn the procedures for implementing the state assessment program (STAR 9) as it relates to ELs and other students (Red Tab 1b/d; Blue Tab 3d). In addition, candidates are asked to examine their own views regarding such topics as the Academic Performance Index (API) and social promotion policy relative to ELs. Concurrent candidates address these issues in SPED 229A, SPED 229B, and SPED 346L (Green Tabs: 2g, 2b, & 2i)

Level III. Candidates have at least one placement of 10 weeks or longer in a classroom where a significant number of the students are ELs and the cooperating teacher holds a CLAD or BCLAD emphasis teaching credential. Assignments in EDTE 201C (White Tab 201C), direct candidates to request information about the procedures followed for the identification of needs and selection of services to support the language and academic development of ELs in their classroom. Through course assignments and field experiences, candidates are able to reflect on how a school and/or district is responding to the state and federal laws pertaining to the education of ELs (Level III Section: Red, Green, & Blue Tabs).

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

Level I. In the prerequisite courses, ENGL 121 and 232, candidates acquire knowledge about first language acquisition and patterns of development, early childhood bilingualism, second

language acquisition and developmental sequences, and the influence of first language literacy on second language acquisition and literacy development (Orange Tabs: ENGL 121 & ENGL 232). The Critical Period hypothesis, factors influencing success, and interlanguage studies are also examined in these prerequisite courses.

Level II. In the professional preparation program issues of first language and second language acquisition and development are central to EDTE 201C (White Tab EDTE 201C). Candidates discuss historical and current theories, social context and contributions of brain research on language learning. Language structures and functions are reviewed. Differences between students' basic communication skills (BICS) and cognitive academic language proficiency (CALP) are explored. Candidates delve into Krashen's Monitor Model and examine how its various hypothesis affect language acquisition.

Level III. In the undergraduate course, ENGL 232, candidates work with a Conversation Partner, who is acquiring English. Some of the activities they participate in, include, but are not limited to, identifying language patterns and stages of language development. In the Case Study assignment in EDTE 201C, candidates identify levels of proficiency in the first- and second-languages, and make connections between first language proficiency level and second language development of an EL in their classroom. In addition, students observe other ELs in their classroom and reflect, through seminar Quick Writes, on the relevancy of these connections to other ELs.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialist and paraprofessionals.

Level I. In ENGL 232 and EDTE 289C/SPED 289C, candidates investigate classroom processes and how classroom organization can promote or inhibit English language development (Orange Tabs: ENGL 232, EDTE 289C; & Green Tab 2b SPED 289C) The need for multiple and systematic opportunities for language production as well as input is emphasized.

Level II. In EDTE 201C, candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Díaz-Rico & Weed, 2002) (White Tab EDTE 201C). Candidates develop questioning strategies that promote critical thinking skills for all levels of language proficiency. They are taught to apply their knowledge about learning styles to classroom organization to capitalize on students' strengths and maximize opportunities for language development. For example, cooperative learning strategies are presented to create classroom environments where ELs have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group before speaking in front of the whole class (Kagan, 1994). Candidates are introduced to the theory of multiple intelligences (Armstrong, 1995). They are instructed on how to use intelligences that are less language dependent (e.g., spatial, bodily-kinesthetic, musical, interpersonal) as a springboard to develop more language dependent intelligences (e.g. linguistic, logical-mathematical, intrapersonal). These instructional approaches and theories, as well as others, are systematically

developed in the curriculum and instruction course series where candidates apply them to strategies that promote language development and conceptual understanding (Red Tab 1b/d; Green Tabs: 2a, 2b, 2d; & Blue Tabs: 3b, 3d). Guidelines for working with specialists, paraprofessionals, and volunteers are introduced in EDTE 201C and reinforced in EDTE 229D (Red Tab 1b/d & Blue Tab 3d).

In EDTE 229B and EDTE 229D, bilingual candidates discuss how to manage first- and second-language use in bilingual classroom settings according to the program model implemented (Blue Tabs: 3b, 3d). The proper distribution of first- and second-languages is imperative to the development of biliteracy (Cloud, Genesee & Hamayan, 2000). To ensure equitable language distribution, candidates are shown how to effectively schedule language specific time blocks and employ fellow teachers, specialists and/or paraprofessionals.

Level III. In field experiences, candidates interview specialists providing services to ELs to determine their roles and how the lines of communication flow between the classroom teacher and support personnel. As candidates assume full-time classroom responsibilities, their interactions with specialist, paraprofessionals, and volunteers gradually increase. They plan for and explain tutoring or small group activities to support personnel thereby extending their teacher expertise to better meet students' language needs.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade appropriate or advanced curriculum content comprehensible to English learners.

Level 1. As noted in Element 13(b), opportunities for all PSED candidates to acquire, understand and effectively use instructional strategies are initiated in the undergraduate course, ENGL 232. In this course, strategies to develop the four language skills are introduced, as well as, how to systematically use effective strategies to make curriculum content comprehensible.

In addition, in BLMC 219, PSED bilingual candidates are introduced to a structural approach to cooperative learning (Kagan, 1994). In this course, bilingual candidates learn about and use cooperative learning strategies to develop their own Spanish academic language in mathematics, science and social science. They are also introduced to the K-12 content standards in each of these disciplines. In this way, bilingual candidates systematically learn to implement instructional strategies that foster understanding of grade appropriate content and build academic language in Spanish for bilingual classroom settings, where Spanish is used part of the time as a medium of instruction.

Level II. Multiple and systematic instructional techniques and strategies are the primary focus of EDTE 201C as noted in Element 13(b). As a component of this course, students participate in an all-day training on Guided Language Acquisition Design (GLAD) strategies (Appendix XX). GLAD trainers, from a local school district, model multiple strategies and how they have implemented them in their own classroom to teach content area concepts. Application of GLAD and other effective strategies to make grade appropriate or advanced curriculum content

comprehensible to ELs takes place throughout the 229 course series (Appendix XX). In this course series, candidates work with the K-12 content standards to first develop lessons and eventually, instructional units in the various content areas. Candidates incorporate effective instructional strategies to systematically meet the needs of ELs into grade appropriate content area lessons.

Level III. In their field experiences, candidates are required to develop and present lessons and instructional units where grade appropriate or advanced curriculum content is comprehensible to ELs (Appendix XX). University supervisors and cooperating teachers, provide students with feedback as to the effectiveness of the techniques and/or strategies implemented. When necessary, additional suggestions are provided to enhance ELs' conceptual understanding. Finally, in the Field Journal, candidates reflect on strategies they have observed or implemented and their effectiveness in promoting understanding for ELs.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

Level I. In EDUC 102, candidates learn about the significance of student identification as ELs for placement in the most appropriate instructional program available at a district. They are also informed about the importance of initial, progress monitoring, and summative assessments of ELs for language development and for content knowledge in the core curriculum.

Level II. The interpretation of assessments of ELs starts in the professional preparation program. In EDTE 201C, candidates learn the purposes, content and uses of California's English Language Development (ELD) Standards, and CELDT. The role of CELDT in the process of EL identification through redesignation is also explained. As candidates develop lessons and instructional units for this course or for courses in the 229 series, they are asked to identify ELD standard(s), as well as, content area standard(s) applicable for students in their classroom setting. The assessment practices included in these lessons and/or units must assess both the ELD standard(s) and the content area standard(s) identified. In Phase II assignments, such as the Case Study in EDTE 229D, candidates identify an EL's level of language proficiency using the appropriate assessment instrument(s), select ELD standard(s) as goal of instruction, design appropriate interventions, monitor progress, and evaluate final outcomes after a 4-6 week period. It is important to note that although the focus is on English language development, candidates are asked to implement the selected interventions and assess progress in content area lessons, as well as in language arts lessons. Cooperating teachers make seminar presentations on a variety of assessment instruments currently used in the CSU, Chico service area. Furthermore, candidates are asked to use multiple measures for assessment and a variety of assessment practices, including, but not limited to, teacher-made tests, performance based assessment and portfolio assessment. In addition, candidates develop rubrics that measure content knowledge in core curriculum at the various levels of language proficiency.

Level III. In addition to receiving feedback from a cooperating teacher and university supervisor on making grade appropriate or advanced curriculum content comprehensible to ELs, candidates are also given feedback on their assessment practices. The connection between assessment and instruction emphasized in the 229 course series is brought to fruition in the field placement. Evidence of the candidate's ability to consistently incorporate assessment outcomes in the plan-instruct-assess-plan cycle for ELs, as well as for native English speakers in their classroom is essential for candidates to be recommended for advancement in their professional preparation program. In addition, candidates develop criterion reference tests for their instructional units and are given the opportunity to observe and/or engage in the administration of some standardized assessment instruments (e.g., CELDT, Adept, CBM, etc.).

13(h) The program is designed to provide opportunities for candidates to learn and understand importance of students' family backgrounds and experiences.

Level I. The prerequisite course, EDUC 102, provides appropriate opportunities for candidates to understand the importance of culture and students' family backgrounds and experiences in three tangible ways. First, candidates develop a rationale, consistent with state standards, why issues of family background and culture should be addressed in the classroom (Appendix XX). Second, candidates study examples of inclusive, supportive, cooperative classrooms in which no student feels like an outsider (i.e., *Embracing Diversity*, *Educating Esme*, *The Freedom Writers Diary*) (Appendix XX). Third, candidates identify barriers ELs face to full participation in the school program and develop solutions for assisting students in overcoming these barriers. Activities in this course require candidates to examine their personal attitudes toward people who come from a culture different than their own.

Level II. During the professional preparation program, three courses prepare candidates to respect and value students' family backgrounds and cultural experiences in the classroom setting. In the EDTE 201C Case Study assignment, candidates describe the students' family background in terms of emigration origin and rationale, home language and educational level. In EDTE 229C, candidates are taught how to integrate multicultural children's literature to build on students' family background and cultural experiences. They are also given criteria for the evaluation, selection and use of multicultural children's literature. In EDTE 229D, candidates are presented with features of effective parent involvement for promoting participation in school activities (Appendix XX). In addition, bilingual candidates discuss issues and principles of Multicultural Education (Appendix XX).

Level III. In the student teaching placement, candidates are asked to encourage parent involvement in their students' homework assignments and instructional unit activities, as well as, inviting parent classroom participation. In addition, candidates must participate in a variety of school functions where they have the opportunity to interact with parents (e.g., Back-to-School Night, Parent/Teacher conferences, Open House, Parent Teacher Association meetings, advisory councils, etc.) (Appendix XX).

STANDARD 13A: ELEMENTS AND CORRESPONDING COURSEWORK

STN 13	ENGL 121	ENGL 232	EDUC 102	EDTE 289C	BLMC 219	EDTE 229A	EDTE 229B 246B	EDTE 229C 246C	EDTE 229D 246D	EDTE 229G 246G	EDTE 229F 246F	EDTE 229S 246S
(a)			I						M	M	A	A
(b)		I					M	M	I/M	M	A	A
(c)			I/M						M	M	A	A
(d)	I	M/A					M	M	M	M	A	A
(e)		I		I		M	M	M	M	M	A	A
(f)		I			I/M	M	M	M	M	M	A	A
(g)			I			M	M	M	I/M	M	A	A
(h)			I/M				M	M	M	M	A	A

I = Introduction
M = Implementation
A = Application

STANDARD 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

The professional preparation program in the Department of Professional Studies in Education (PSED) prepare candidates to provide differentiated instructional strategies that to the degree possible, ensure that all students have access to the core curriculum. One of our guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach special populations during the undergraduate coursework and the Bilingual Professional Preparation Program (BPPP) coursework.

This systematic instruction begins with course SPED 143, Overview of Special Education [TAB 14] and EDTE 289C, Introduction to Multilingual/Multicultural Settings [TAB 4] at the undergraduate level and continues in subsequent courses throughout the BPPP. In SPED 143, Overview of Special Education [TAB 14], each candidate learns about the characteristics, classifications, and learning needs of students with exceptional needs including those from culturally diverse populations. Candidates become familiar with the various classifications of students within the Special Populations and are provided with the basic skills to assess and identify students within the general education classroom needing additional support. In EDTE 289C, Introduction to Multilingual/Multicultural Settings, candidates begin to develop an understanding of the role of the teacher and their personal belief systems. Candidates examine state documents, frameworks, classroom practices, and programs for English Speakers, English Learners and Special Populations. Candidates examine California's current recommendations for educational reform for all learners. Candidates develop an understanding of the need to use a variety of techniques, instructional strategies and assessment practices for Special Populations and English Learners.

In program courses, candidates continue to: (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice. The key course addressing the instructional needs of Special Populations is EDTE 229E for the multiple subject candidates, Teaching In Inclusive Settings: Preparing to Teach Special Populations in the General Education Settings [TAB 19] and EDTE 246E for the single subject candidates, Teaching In Inclusive Settings: Preparing to Teach Special Populations in the Secondary Settings [TAB 27]. A bilingual faculty member teaches EDTE 229E and EDTE 246E to the candidates in the bilingual program. In this course, candidates focus on relevant state and federal laws pertaining to the education of exceptional populations and the selection and use of instructional strategies and technologies. Basic information is provided relative to the IEP process, including; identification; referral; assessment in L1 during the referral process; exit procedures; IEP planning and meeting;

and implementation and evaluation, and L1 and L2 skills transfer. Issues facing teachers who serve or offer collaborative assistance for the elementary exceptional learners is emphasized. This course addresses prospective teachers' attitudes toward mainstreaming and teaching diverse student populations.

The professional preparation coursework systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in SPED 143 [TAB 14] and EDTE 289C [TAB 4], to springboard into the classroom management, curriculum development, and assessment course series. In this series of courses, candidates are asked to make the connections between theoretical principles and instructional practice. These connections are facilitated through the systematic implementation of effective strategies, the use of materials designed for ELs and Special Populations, curriculum development and assessment of student outcomes in L1 and L2 when applicable.

The BPPP has designed multiple systematic opportunities for candidates to have meaningful field experiences. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hours of early classroom experiences. In addition to the mandated 45 hours of early classroom experience, all candidates considering enrollment in the BPPP, must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C [TAB 4]. Whenever possible, prospective candidates are mentored by a candidate in the respective professional program and placed in a general education classroom with a significant number of ELs and Special Population students. This field experience is deliberate and systematic and begins to develop candidates' competencies to deliver comprehensive instruction to all students, including Special Population students. As part of this early field experience, candidates are asked to keep a reflective journal and are asked to enter journals that refer to interactions with students who are ELs and Special Population students.

During the BPPP, classroom experiences assure each candidate two distinct placements, each of 16 weeks in a classroom where a significant number of the students are ELs and at least one student is a Special Population student. In these placements, the cooperating teacher holds a CLAD or BCLAD emphasis teaching credential. Candidates implement and reflect on instructional practices and materials that promote English language development and the rapid acquisition of listening, speaking, reading, and writing skills in English. Candidates are expected to implement differentiated instructional practices that ensure all learners have access to the core curriculum. Assignments in coursework include, but are not limited to requiring candidates to: (a) develop and present individual lessons and instructional units based on the student content standards and the appropriate instructional strategies that ensure all students have access to these content standards; (b) understand the importance of their students' family background and experiences; and (c) analyze the existing support system(s) designed to meet the needs of all learners and the specialist and paraprofessionals needed to sustain.

14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

In the undergraduate, pre-requisite course, SPED 143, Overview of Special Education [TAB 14], the candidates learn about the characteristics, classification, and learning needs of

students with exceptional needs including those from culturally diverse populations: these include;

- a. Mentally Impaired
- b. Learning Disabled
- c. Physically Impaired
- d. Gifted and Talented
- e. Emotionally/Behaviorally Disordered
- f. Visually Impaired
- g. Hearing Impaired
- h. Speech/Language Impaired
- i. Other Health Impaired

This includes knowledge of California education Code, Part 30, Chapter 1, Article 2, Definitions.

In EDTE 229E/246E, Teaching In Inclusive Settings [TABS 19, 27], candidates identify the major categories of disabilities, naming characteristics, classifications, and learning needs of students with exceptional needs. The candidates are expected to create lessons that demonstrate their understanding of the needs of all learners, specifically identifying the student with special needs and implementing differentiated instructional strategies that meet the needs of the Special Population learner. Candidates are also asked to identify the categories of Special Populations served at their school site in the general education setting and in other Special Education programs on campus. [TABS 19, 27].

Candidates, as part of their assignment for course EDTE 229/246E [TABS 19, 27], are asked to identify the categories of Special Populations served at their school site in the general education setting and in other Special Education programs on campus. If a student with special needs is identified in their class placement, candidates are asked to provide the appropriate instructional strategies to ensure the student has access to the core curriculum through the unit development assignment.

14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher's role and responsibilities in the Individual Education Program (IEP) process, including: identification, referral; assessment; IEP planning and, meeting; implementation; and evaluation.

In SPED 143, Overview of Special Education [TAB 14], candidates demonstrate knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with disabilities and their parents and care providers. Candidates examine issues of equity and access, including elements of school law and school financing in relation to the purpose and goals of educating diverse populations. They identify significant federal and state legislation, including the components of IDEA (PL 94-142) and are able to describe the requirements regarding referral, coordination, implementation, due process, evaluation, use and revision of an Individual Education Program (IEP). Students are able to list and define components of the IEP as well as describe the prereferral process.

In EDTE 229/246E, Teaching in Inclusive Settings [TABS 19, 27], candidates identify state and federal laws pertaining to the education of exceptional populations including the general education teachers role in the IEP process. Special emphasis is placed on the identification of state and federal laws related to English Learners in the Special Education

setting, i.e. L1 testing instruments, use of L1 materials, IDEA Individuals with Disabilities Education Act, and the rights of parents and care providers of EL students with special needs. Candidates are also placed in a scenario of an IEP meeting to identify the role of the general education teacher in an IEP process.

In field experiences, candidates are expected to collaborate with their cooperating teacher and participate in the IEP process relating to a student's identified or suspected special need [TABS 36, 38].

14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

The prerequisite course, SPED 143 [TAB 14], provides the opportunity to examine the principles of first language development and the effects of disabilities upon language acquisition and other learning development, and demonstrates basic understanding of the relationship between communication, cognitive, social and emotional development. At an introductory level, SPED 143 introduces candidates to key assessment concepts and terminology. Candidates examine the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment team. In addition, they demonstrate knowledge in the needs of gifted and talented learners and the assessment processes and programmatic models typical of California schools.

In course EDTE 289C, Practicum in Multilingual/Multicultural Classroom Settings, candidates develop a beginning understanding of authentic assessment measures that accurately reflect the levels of academic performance for all learners including Special Populations and English Learners. Candidates are introduced to the current assessment practices a part of the California school system as they relate to all learners. [TAB 4]

In course 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning [TAB 15], candidates establish a beginning understanding in assessing the physical, social, and cognitive needs of all students and explain how the needs effect behavior in the schools. Candidates learn about the need to assess all learners to ensure an understanding of each student's current level of performance as they begin the academic school year.

In course EDTE 229E, candidates identify a variety of authentic assessment measures that specify the levels of academic performance for Special Population students. Candidates are asked to reflect on their own views of current assessment practices in California as they relate to students with special needs. Candidates also learn about primary language assessment tools for both formal and informal assessments for use with students in primary language classes for both language and content levels.

In addition, candidates are asked to determine the resources provided in their field placement and the process for identifying and if appropriate the subsequent placement of a student with Special Needs in the most appropriate setting. This written oral presentation includes the types of assessments used, the role of the teacher, parents, students, and support personnel a part of the IEP team.

In course EDTE 229G, Curriculum and Instruction [**TAB 21**] and EDTE 246G, Content Instruction and Assessment [**TAB 29**] candidates are asked to identify one student within their field placement with learning difficulties. (The student chosen may or may not be a student with an active IEP). Candidates are asked to develop a Case Study that includes academic and oral language assessments (in either L1 and/or L2), analysis of the assessments, and the subsequent diagnosis and implementation of interventions related to their assessment results. Candidates are asked to provide the intervention for a minimum of 6 weeks and determine student progress after the intervention(s) using post-authentic assessment measures. Through this assignment candidates are provided with knowledge and skills in assessing students with learning difficulties that may lead to an IEP or Student Study Team (SST) meeting. Bilingual candidates also learn the procedures for implementing the state assessment program (STAR 9) as it relates to ELs and other students. In addition, candidates are asked to examine their own views regarding such topics as the Academic Performance Index (API) and social promotion policy relative to all learners. [**Tab 21 and TAB 29**].

Candidates have two placements of 10 weeks or longer in a classroom where a significant number of students are ELs and at least one student is a student with a diagnosed special need. (For more information regarding field placements, please refer to Standard 15). Assignments in EDTE 229/246E, direct candidates to request information about the procedures followed for the identification of students with special needs and selection of services to support the language and academic development of Special Population students. Candidates also work in collaboration with the cooperating teacher and other support personnel to meet the needs of the student(s) with active IEP's.

14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

In the prerequisite course SPED143, each candidate identifies programs appropriate to special education and gifted and learned education, including models of instruction, materials, modification considerations in the regular classroom, individualizing instruction, and placement in the least restrictive environment. Specific differentiated teaching strategies include those for activating prior knowledge, scaffolding language, utilizing questioning strategies that allow for divergent and creative thinking, and incorporating active learning strategies such as service learning and school-to-work through which information and skills can be applied in real-life settings. [**TAB 14**]

In EDTE 289C, candidates gain a beginning understanding of differentiated instructional strategies appropriate for all learners. Candidates are asked to incorporate these strategies in a lesson presented to fellow candidates. Candidates are asked to reflect on the need for these strategies and provide a beginning rationale describing how and why these instructional strategies allow all students access to the core curriculum. As part of this course the candidates also participate in field placements observing student teachers and master teachers providing differentiated instruction to all learners. Candidates are asked to provide written reflection on lessons observed incorporating differentiated instruction. Time is taken in class to determine overall effectiveness of strategies observed in lessons. [**TAB 4**]

In the course EDTE 229/246E, candidates analyze various instructional strategies to meet the needs of the special populations identified as part of the course, i.e. interventions when working with students with diagnosed dyslexia, ADD/ADHD, and visual-perceptual challenges. Candidates are asked to identify specific instructional strategies to meet the needs of students in their current field placements and discuss the effectiveness of these strategies with peers. Candidates learn about assistive technologies incorporated in the general education classroom. A guest speaker from Disabled Student Services program at the university present to the candidates regarding the latest technological equipment to students and the equipment most often seen at the school level.

In addition, candidates learn to critique curriculum materials used at the school sites and critique the programs for effectiveness in use with the Special Populations. Candidates are asked to then adapt materials to meet the needs of all learners as part of their field placements as the need arises.

In course EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning for the multiple subject candidates, and EDTE 246A Educational Psychology for the single subject candidates learn techniques and strategies that motivate students, foster self-esteem, and develop positive attitudes that promote learning and achievement, responsibility, and equity. Candidates submit their beginning philosophy of teaching, discussing their personal beliefs about, among other things, the selection and use of appropriate differentiated teaching strategies to meet the needs of all learners in the general education classroom [TAB 15 and TAB 23].

In course 229D, Teaching English Learners; Literacy and Academic Success [TAB 18] and EDTE 246D, Teaching English Learners in Secondary Settings [TAB 26], GLAD (Guided Language Acquisition Development) trainers from a local school district, model multiple teaching strategies and their implementation in K-12 classroom to teach content area concepts. Application of GLAD and other effective strategies to make grade appropriate or advanced curriculum content comprehensible to all learners takes place throughout the 229 course series.

In field placements, candidates use differentiated instructional strategies, adapt content materials, i.e. teacher's manuals and student texts, to ensure all students access to the core curriculum. Candidates are also asked to reflect on the effectiveness on meeting the needs of all learners through a variety of authentic assessments as well as student observations. In addition, candidates are required to develop and present lessons and instructional units where grade appropriate or advanced curriculum content is comprehensible to all learners. University supervisors and cooperating teachers, provide students with feedback as to the effectiveness of the techniques and/or strategies implemented. When necessary, additional suggestions are provided to enhance ELs' conceptual understanding. Finally, in the Field Journal, candidates reflect on strategies they have observed or implemented and their effectiveness in promoting understanding for ELs [TABS 35-39] .

14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

In SPED 143, each candidate identifies programs appropriate to special education and gifted and talented education, including models of delivery, modification considerations in the

regular classroom, designing lesson plans utilizing Gardener's Theory of multiple intelligences, and designing and writing units around the organizational structure of essential generalizations and concepts. Candidates demonstrate understanding of the concept of universal access to core curriculum through written assignments and presentations.

In EDTE 229/246E, candidates apply the various instructional models of delivery, i.e. direct instruction, cooperative learning, with adaptation, to meet the needs of all students. Candidates design and teach a unit specifically designed to meet the needs of a Special Population student identified. Candidates provide a rationale for the purpose of the strategies, including how these meet the needs of the Special Populations student. Candidates also analyze curriculum guides in their field placements, to make the appropriate adaptations to ensure all students access to the core curriculum. In addition, candidates explore various instructional practices that are appropriate to the gifted and talented students that include, but are not limited to, compacting curriculum, writing individual contracts or incorporating a constructivist approach to their teaching.

In course EDTE 229A, Creating and Maintaining a Supportive Learning Environment [TAB 15] for multiple subject candidates and EDTE 246B Curriculum Development and Instructional Strategies [TAB 24], candidates learn about specific instructional strategies including, but not limited to direct instruction, guided discovery, concept development and attainment, and cooperative learning. Candidates learn to develop lesson plans with clearly defined learning outcomes to foster student learning and achievement. In this course, candidates further develop their beginning understanding of writing instructional objectives appropriate for all learners.

In EDTE 229/246D, candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Díaz-Rico & Weed, 2002). Candidates develop questioning strategies that promote critical thinking skills for all levels of language proficiency and cognitive ability. They are taught to apply their knowledge about learning styles to classroom organization to capitalize on students' strengths and maximize opportunities for language and academic development. For example, cooperative learning strategies are presented to create classroom environments where all students have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group before speaking in front of the whole class (Kagan, 1994). Candidates are introduced to the theory of multiple intelligences (Armstrong, 1995). They are instructed on how to use intelligences that are less language dependent (e.g., spatial, bodily-kinesthetic, musical, interpersonal) as a springboard to develop more language dependent intelligences (e.g. linguistic, logical-mathematical, intrapersonal). These instructional approaches and theories, as well as others, are systematically developed in the curriculum and instruction course series where candidates apply them to strategies that promote language development and conceptual understanding. In this course series, candidates work with the K-12 content standards to first develop lessons and eventually, instructional units in the various content areas. Candidates incorporate effective instructional strategies to systematically meet the needs of ELs into grade appropriate content area lessons [TAB 18 and TAB 26].

In field experiences, candidates plan and deliver lessons that meet the needs of all learners in their regular education placements. Candidates reflect on these instructional practices and together with university supervisor and cooperating teacher, modify lessons and units as needed to ensure all students are provided with a challenging and equitable learning environment.

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

In course SPED 143, Overview of Special Education [TAB 14], each candidate examines issues of integration, mainstreaming, and inclusion of students with exceptional needs who are included in the general education classroom.

In EDTE 289C, Practicum in Multilingual/Multicultural Classroom Settings [TAB 4], candidates identify key behavior theorists and their classroom management philosophy which promote effective learning environments. Candidates analyze these philosophies as they begin to develop their own classroom management philosophy, as they pertain to developing a healthy, positive learning environment for all students. Candidates learn ways to promote acceptance of individual differences and ways to facilitate friendships in the classroom amongst all learners.

In EDTE 229/246E, candidates learn about creating an environment that fosters acceptance, friendships, and social skill development for all learners. Issues of assessing student attitudes toward individual differences are discussed and specific strategies for fostering a collaborative atmosphere are discussed. Candidates examine class scenarios of potential difficulties in the class concerning a student with special needs. In collaboration with peers, candidates develop plan to foster communication and a positive working relationship among all peers.

In course EDTE 229A and EDTE 246B candidates develop a conceptual framework for implementing various instructional and classroom management strategies to support the educational, social, and emotional needs of English speakers, English Learners and Special Populations. Candidates reflect on their beginning understanding of their classroom management philosophy and the ability to incorporate all learners in an effective learning environment.

In field experiences, candidates assume full responsibilities of a classroom teacher in their student teaching experience. Candidates are expected to establish and maintain an effective, positive classroom environment during their student teaching. Candidates promote social development and group responsibility, while establishing a climate that promotes fairness and respect. Candidates incorporate specific strategies and techniques discussed in seminar as needed [TABS 36-39].

STANDARD 15

Learning to Teach Through Supervised Field Work

The professional teacher preparation program includes a developmental sequence of carefully planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised field work sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite course work, (2) contributes to candidates' meeting the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

The fieldwork sequence in the Bilingual Professional Preparation Program (BPPP) provides candidates with purposefully designed, supervised, and constant theory-to-practice field experiences. All field placements in the BPPP are carefully selected by program faculty and school-based administrators. Central responsibility for Standard 15 is held by the planned sequence of supervised school-based experiences outlined in Table 15A.

Table 15A: BPPP fieldwork courses

Course	MS/SS	Brief Description
Early Classroom Experience	MS SS	Required 45 hours in bilingual classroom (MS) or ELD & major discipline area (SS) prior to taking EDTE 289C.
EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings	MS SS	Undergraduate, field-based capstone course that introduces lesson planning, classroom management principles and curriculum frameworks. Required 30 hours of fieldwork. Assists candidates in identifying essential features of effective practice and provides opportunities to discuss issues of teaching. Prospective candidates are placed in classrooms with a bilingual student teacher, which serves as a peer mentor.
EDTE 229F: Field Experience	MS	First of two fieldwork courses. Candidates have at least one bilingual placement. Application of lesson planning, classroom management and curriculum design. Gradual increase in teaching responsibilities culminating in a minimum of three days of "soloing" experience.
EDTE 229S: Student Teaching	MS	Second fieldwork course. Candidate placed at a grade level different from first placement. Gradual increase in teaching responsibilities culminating in a minimum of two weeks of

		“soling” experience.
EDTE 246F: Field Experience	SS	Candidates placed in secondary placement. Application of lesson planning, classroom management and curriculum design. Gradual increase of teaching responsibility in three periods – specific discipline, English Language Development and a third class in either setting.
EDTE 246S: Student Teaching	SS	Candidates continue in same secondary placement. Candidate assumes teaching responsibilities for two periods and shares responsibility for third period.

Multiple and single subject Bilingual candidates are placed both semesters in classrooms that have a significant number of ELs. They work both semesters with teachers who have either a California Professional Clear Credential with CLAD or BCLAD emphasis. Classroom placements provide ample opportunities to work with students at varied CELDT levels and to learn:

- the philosophy, design, goals and characteristics of schools designed to meet the needs of ELs;
- about ELs linguistic development;
- how first language (L₁) literacy connects to second language (L₂) literacy;
- how to manage L₁ and L₂ instruction;
- how to work with specialists and paraprofessionals;
- how to effectively use systematic, instructional strategies and materials designed to make grade-appropriate or advanced curriculum comprehensible to ELs;
- about content area and ELD standards;
- how to interpret assessments of ELs;
- how to assess ELs language development and content knowledge in core curriculum;
- and understand the importance of students’ family backgrounds and experiences.

15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite course work. As part of the sequence, all candidates complete individual assignments and group discussions in which course work-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies.

Candidates participate in fieldwork at an introductory level in the prerequisite course, EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings [Tab 4]. This capstone field-based course is completed during the last year of undergraduate work. Prospective multiple and single subject candidates must have concluded the 45 hours of early experience prior to taking this course. In addition to being introduced to lesson planning, classroom management principles, curriculum frameworks and K-12 state content standards, each candidate must work a

minimum of 30 hours in a bilingual classroom (MS), an ELD or major subject area (SS). Course assignments are designed to assist candidates in identifying essential features of effective practice and provide candidates with opportunities to discuss issues of teaching, such as students' needs, interests and accomplishments. EDTE 289C includes instruction in recording, analyzing, and critiquing observations and field activities, the use of reflection journals, and a sequential, substantive introduction to the Teaching Performance Expectations (TPEs). The TPEs provide the structure for candidate reflection journals, observations and subsequent seminar discussions.

EDTE 229A: Creating and Maintaining a Supportive Learning Environment for Student Learning (MS) and EDTE 246A: Educational Psychology (SS) [Tabs 15, 23] are two first semester program courses that use the EDTE 289C foundation on classroom management and lesson planning as a springboard to instruct candidates how to plan and practice multiple strategies for managing and delivering instruction in two languages. In the two-unit course, EDTE 229A, multiple subject candidates build on the knowledge gained from prerequisite psychology courses to design lessons that are motivating, developmentally appropriate, and meet students' needs. In the three-unit course, EDTE 246A, single subject candidates are introduced to theories about adolescent behavior, development, learning, motivation and how to apply them to practice.

EDTE 229B: Curriculum Development and Instructional Strategies (MS) and EDTE 246B: Curriculum Development and Instructional Strategies in Secondary Settings (SS) [Tabs 16, 24], are first semester program courses that provide candidates with a central focus on the state-adopted student academic content standards and curriculum frameworks. Multiple subject candidates focus on the Mathematics and Science Frameworks and academic content standards. Single subject candidates focus on their major discipline area framework and academic content standards. Both groups of candidates also integrate the ELD standards that are introduced in EDTE 229D: Teaching English Learners or EDTE 246D: Teaching English Learners in Secondary Settings [Tabs 18, 26]. EDTE 229B and EDTE 246B [Tab 16, 24] build upon the foundation gained from EDTE 289C and EDTE 229A/246A [Tab 15, 23]. Multiple subject candidates in EDTE 229B develop an integrated science/math instructional unit based on their grade level academic content standards. The unit is presented in their assigned placement during their first semester "soloing" experience. Single subject candidates develop and present a standards-based instructional unit in their major discipline. Both sets of students must adapt lessons to meet the needs of ELs in their respective classrooms by incorporating appropriate ELD standards and/or designing primary language instruction. Individual assignments and group discussions are carefully planned in relation to the TPEs.

Cooperating teachers and/or California Subject Matter Project teachers are guest presenters in these two courses. They provide examples of how they utilize the student academic content standards and curriculum frameworks in their teaching.

In EDTE 229G: Curricular Development, Instructional Strategies, and Assessment and EDTE 246G: Subject-Specific Content Instruction and Assessment candidates concentrate on the state-adopted student academic content standards, curriculum frameworks, features of effective programs, and assessment. Multiple subject candidates focus on the Social Sciences and Visual and Performing Arts Frameworks and academic content standards. Single subject candidates focus on ELD standards and designing instruction content-based ELD instruction. All candidates are introduced to formal/informal, formative/summative and authentic assessment practices.

15(b) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.

Opportunities to observe, acquire and utilize pedagogical knowledge, skills and abilities are provided through the 17 week EDTE 229F (MS) or EDTE 246F (SS), Field Experience and the 17 week EDTE 229S (MS) or EDTE 246S (SS), Student Teaching courses [Tabs 20, 22, 28, 30]. The Teaching Performance Expectations are specifically addressed and assessed throughout the program. Cooperating teachers submit a Cooperating Teacher Monthly Feedback Form (CTMFF) [Tab 33] to the university supervisor after he/she has shared the information with the candidate. The CTMFFs require that the cooperating teacher rate the student in the various TPEs under each of the six domains.

There are three required Three-Way Conferences between the university supervisor, the cooperating teacher and the candidate. The purpose of these conferences is to provide the participants with feedback on the progress being made on the TPEs. The university supervisor shares the mid-semester Progress Report [Tab 34] at the second Three-Way conference and the final Progress Report at the last conference of each semester. In the Progress Report, candidates are rated on a scale of 1 - 5 on their progress toward meeting the TPEs under each of the six domains. Candidates must attain at least a three (developing beginning practice) and have positive letters of recommendation from the cooperating teacher and university supervisor to be recommended for a teaching credential at the end of the second semester.

15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

In the BPPP candidates complete supervised student teaching over an entire school year. All candidates experience all phases of a school year on-site, including the opening of the school year, staff development days, and parent conference days. First and second semester fieldwork provide significant full-day experiences teaching English learners. Each multiple subject candidate in the program has two different field placements. Multiple subject candidates are placed in a primary classroom one semester and in an intermediate grade classroom for the other. At least one of the field placements must be in a bilingual classroom with a certified BCLAD credentialed teacher. Single subject candidates are placed at the same school site for both semesters. They are assigned to three periods: one period in their major subject area (e.g., Spanish, English, Social Studies, or Science), a second period in an English Language Development (ELD) class, and the third period can be in either area or shared responsibility for a school club or other extra curricular activity. During the second semester of student teaching, candidates have complete responsibility for all aspects of instruction in the subject matter class and in the ELD class. The third period responsibilities continue to be shared with the cooperating teacher(s).

THE SUPERVISION PROCESS

1. a scheduled observation of a lesson in one of the areas of focus
2. a lesson plan submitted at the time of observation
3. specific, focused observation with written feedback and notation of evidence using the Lesson Observation Form [Tab 32]
4. a follow-up conference to evaluate performance and determine candidate goals for future lessons
5. candidate written analysis and reflection of the lesson taught submitted to the supervisor within 2 days following the observation

15(d) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

Candidates are supervised by program faculty as well as by the cooperating teachers throughout the semester. In EDTE 229F (MS) or EDTE 246F (SS) university supervisors are required to make a minimum of 7 visits per candidate. At least 3 of the visits must be pre-planned formal observations. For all formal observations, candidates are to provide the supervisor with a lesson plan and within 48 hours of the observation a written reflection. The university supervisor conducts a post-conference after the observation and provides written feedback on all six TPE domains using the Lesson Observation Form [Tab 32]. After the other informal visitations the supervisor and candidate meet to reflect on the lesson observed and provide feedback. In addition to observations made by the university supervisor, the cooperating teacher is expected to monitor student progress in the TPEs. Cooperating teachers submit a Cooperating Teacher Monthly Feedback Form (CTMFF) [Tab 33] to the university supervisor after he/she has shared the information with the candidate. The CTMFFs require that the cooperating teacher rate the student in the various TPEs under each of the six domains.

Multiple and single subject candidates must complete at least three days of “soloing” and be recommended by their cooperating teacher and university supervisor to be advanced to Phase II of student teaching. During these “soloing” days, candidates must present a mini-unit they have developed and are in charge of all aspects of instruction and classroom management. Candidates spend a minimum of 235 hours in their field placement during their first semester.

During the second semester fieldwork courses, EDTE 229S (MS) or EDTE 246S (SS), candidates are observed for a minimum of 11 visitations. At least 7 of the visitations are pre-planned formal observations. The same supervision procedures described above are continued in the second semester.

In addition, there are three required Three-Way Conferences each semester between the university supervisor, the cooperating teacher and the candidate. The purpose of these conferences is to provide feedback on the progress being made on the TPEs to each of the candidate. The university supervisor shares the mid-semester Progress Report [Tab 34] at the second Three-Way conference and the final Progress Report at the last conference. In the

Progress Report, candidates are rated on a scale of 1 - 5 on their progress toward meeting the TPEs under each of the six domains. The Progress Report, along with letters of recommendation from the cooperating teacher and the university supervisor are also discussed at the end of the semester at the Exit Level Meetings. The program faculty meets with individual candidates at the end of each semester before recommending them for advancement. Feedback is provided relative to the candidate's progress in the TPEs as evidenced in the coursework and fieldwork components. The candidate also shares her/his own Self-Evaluation Form [Tab 35] rating her/his progress in the TPEs and shares her/his perspective about the first semester experience. For candidates to be advanced to the second semester of the BPPP, they must at least attempt to apply the TPEs consistently. For candidates to be recommended for a preliminary credential with BCLAD emphasis, they must attain at least a level three and positive letters of recommendation from their cooperating teacher and university supervisor.

15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

BPPP candidates have multiple opportunities to observe and participate in two or more grade spans during the prerequisite courses. Prior to program entry, prospective multiple and single subject candidates must complete a minimum of 45 hours of early classroom experiences. These hours could be volunteered hours or in a paid position. At least 30 of these hours must be in a bilingual classroom and with a BCLAD certified classroom teacher. Candidates can carry out this requirement in three ways: (a) on their own and at the end provide a letter(s) from the classroom teacher(s) verifying their hours and the level of performance; (b) by registering for EDUC 10A, B, or C and receiving units through the Chico Area Volunteers in Education Program (CAVE); and/or (c) working directly with children in a classroom through a paid position and providing a letter(s) from the classroom teacher(s) or administrator(s) verifying their hours and the level of performance. In EDTE 289C [Tab 4], candidates are introduced to lesson planning, classroom management principles, curriculum frameworks and they must work a minimum of 30 hours in a bilingual classroom.

In the BPPP, multiple subject candidates are placed in a primary classroom (K – 3) one semester and in an intermediate grade classroom (4 – 6) the other. They are in a bilingual classroom for at least one semester of the two semesters. Many candidates have both placements in bilingual classrooms. Many of the classrooms are two-way immersion classroom settings. All of the multiple subject classrooms have a structured English language development program, where candidates have the opportunity to work with ELs at different levels of language proficiency.

15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Single subject candidates are bound to the same early classroom experience requirements and the 30-hour classroom observation component of EDTE 289C [Tab 4]. They fulfill these 75 hours in ELD and/or major discipline specific classrooms.

In the BPPP, single subject candidates are placed at the same school site for both semesters. They are assigned to three periods: one period in their major discipline area (e.g., Spanish,

English, Social Studies, or Science), a second period in an ELD class, and the third period can be in either area or shared responsibility for a school club or other extra curricular activity. During the second semester of student teaching, candidates have complete responsibility for all aspects of instruction in the subject matter class and in the ELD class. In the ELD class, candidates have the opportunity to work with ELs at different levels of language proficiency. The third period responsibilities continue to be shared with the cooperating teacher(s) during the second semester.

STANDARD 16:

Selection of Field work Sites and Qualifications of Cooperating teachers

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Response:

The rationale for the BPPP related to the professional preparation of candidates is supported by extensive teacher education research, which commits faculty to work together in partnerships with public schools. The BPPP has maintained a collaborative relationship with the schools in the region through close communication efforts, grant proposal development and reciprocal commitment to teacher preparation. Therefore, the BPPP faculty place candidates with cooperating teachers based upon a joint effort involving the Program coordinator and faculty, the site principal and/or district superintendent, and the cooperating teacher.

Multiple and single subject Bilingual candidates are placed both semesters in classrooms that have a significant number of ELs. Candidates work both semesters with Cooperating Teachers who have a California Professional Clear Credential with CLAD or BCLAD. Candidates have multiple opportunities to work with students at varied CELDT levels and to learn:

- The philosophy, design, goals and characteristics of schools designed to meet the needs of ELs;
- About ELs linguistic development;
- How first language (L1) literacy connects to second language (L2) literacy;
- How to manage L1 and L2 instruction;
- How to work with specialists and paraprofessionals;
- To effectively use systematic, instructional strategies and materials designed to make grade-appropriate or advanced curriculum comprehensible to ELs;
- To assess ELs language development and content knowledge in core curriculum;
- And understand the importance of students' family backgrounds and experiences.

Each cooperating teacher who supervises one or more student teachers is experienced and effective in teaching in the subject(s) of the class. Each cooperating teacher is selected through a process that

involves ongoing collaboration with school district personnel and Center faculty. The following criteria are used in the selection of a cooperating teacher:

- At least three years of successful teaching experience.
- Recommendation from school site administrator.
- Proven ability to work with a multicultural/multilingual student population.
- Willingness to work with center staff via orientation sessions, three way conferences, and ongoing communication as needed
- Feedback from previous student teachers, supervisors and other school based personnel.

Following a candidate's admittance to the program and the semester before entering the program, the Program coordinator matches each candidate with a cooperating teacher from the pool of approved cooperating teachers. The candidate/cooperating teacher match process includes consideration of candidate preferences for grade level, school district and geographic location as well as cooperating teacher style and curriculum emphases. Candidates complete the Placement Request Form [Tab 40]. The candidate is notified of the placement in writing.

Multiple subject candidates are placed in two different classrooms each semester. Candidates are placed in a primary classroom one semester and in an intermediate grade classroom the other. Candidates are in a bilingual classroom for at least one semester. Most candidates have placements in bilingual classrooms. Many of the classrooms are two-way immersion classroom settings. All of the multiple subject classrooms have a structured English language development program, where you have the opportunity to work with ELs at different levels of language proficiency.

Single subject candidates are placed at the same school site for both semesters. Candidates are assigned to three periods: one period is in the candidates' major subject area (e.g., Spanish), a second period in an English Language Development class, and the third period can be in either area or shared responsibility for a school club or other extra curricular activity. During the second semester of student teaching, the candidate has full responsibility for all aspects of instruction in the subject matter class and in the ELD class. The third period responsibilities continue to be shared with their cooperating teacher(s).

16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented

Field work sites and classrooms are selected on the basis of highly qualified and committed professionals who effectively implement teaching and learning strategies in relationship to the state-adopted academic core curriculum. The cooperating teacher selection process includes the following procedures:

CRITERIA FOR SELECTION OF SITES

Sites must be approved by program faculty and used only with approval of both school district and site level leadership personnel. Criteria for selecting school sites and specific classroom settings are:

- (1) Are organized as school-based coordinated programs to build team partnerships within the school and among school, families and community;
- (2) Provide education and settings/classrooms that are exemplary in collaboratively serving culturally and linguistically diverse children
- (3) Reflect knowledge and appropriate competencies to meet needs of children who are English learners;
- (4) Model assessment strategies, technology, curriculum and instructional methods which are state-of-the-art, consistent with and reinforcing of methodology and procedures taught in program seminars in relation to the state-adopted core academic content standards;
- (5) Commit to training programs for all cooperating teachers/field supervisors and ensure adequate release time for thorough supervision of candidates;
- (6) Are in compliance with accreditation and personnel requirements of the state of California; and
- (7) Are within an hour commuting radius of the CSU, Chico campus or reasonable geographic proximity to the candidate.

At the beginning of both semesters the BPPP faculty provide an orientation meeting with cooperating teachers to review the handbook and the semester calendar and program updates/events.

A program pre-orientation meeting for incoming candidates is conducted in the spring prior to each semester. BPPP faculty also provides details about the program coursework, field experience sequence and overall program operation at this pre-orientation meeting.

The BPPP structure has been thoughtfully developed to include multiple opportunities for role-specific orientation and preparation for both cooperating teachers and candidates themselves.

16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in field work assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

The criteria for selection of cooperating teachers are established for the purpose of ensuring a collaborative approach in order to meet the needs of all children, including those who are English learners and those who receive special education services. The criteria for selection of cooperating teachers ensure opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments that include low-performing and hard-to-staff schools. The criteria are:

1. Each field-based supervisor is certified and experienced in the area of the credential with a minimum of three years of successful teaching experience in the area of authorization.
 2. Each field-based supervisor is nominated as an exemplary teacher by administrators and local school agencies, and is approved by the BPPP, school district and building administrators prior to selection.
 3. Each field-based supervisor demonstrates effective interpersonal communication skill and commitment to support new teachers.
- Each cooperating teacher participates routinely in professional development activities and supervision training offered by the university and regional special education partnership.
 - Each cooperating teacher teaching in a multiple subject setting has been prepared to work with English learners and employs strategies to meet the learning needs of culturally and linguistically diverse pupils.

In addition, all cooperating teachers participating with the BPPP are observed by one of the program faculty and are also evaluated by teacher candidates at the close of their placement. These data are used annually along with site administrator and faculty feedback in order to assess cooperating teacher status in the pool of eligible cooperating teachers.

Candidates are placed in a variety of school contexts with at least one placement in a low performing and/or difficult-to-staff school and/or in an assignment with a significant number of English learners.

16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the cooperating teacher's specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

Cooperating teachers identified for participation in this program must be recommended and approved by site and school district administrators. Potential cooperating teachers are required to complete an application requesting specific information regarding credential/s, experience, expertise, additional certifications such as CLAD and BCLAD grade levels taught. Final selection is based on the qualifications of the prospective cooperating teachers. Qualification is based on experience, knowledge of sound theory and proven effective practices for meeting the educational needs of a wide range of

learners. Cooperating teachers also must demonstrate high degrees of professionalism, and the ability to promote and support the growth of candidates.

Specific criteria for selection of cooperating teachers are presented above in Element 16(b).

16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate's teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization

It is a policy of the BPPP that all cooperating teachers must hold a valid California teaching credential for the subject and services they are providing. Cooperating teachers providing instruction for English learners must be appropriately certified with either a CLAD or BCLAD credential. Student teacher candidates must be in a bilingual classroom placement for at least one of the two semesters.

16(e) Program sponsors and cooperating school administrators enable cooperating teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with candidates and intern teachers.

The BPPP faculty provide annual orientations for cooperating teachers relative to Teaching Expectations for Preliminary Teaching Credentials. Program faculty members provide ongoing information for cooperating teachers in such areas as the developmental progression of beginning teachers, theory-to-practice relationships in the program's curriculum, supervision practices, curriculum design, and effective professional communication with candidates.

16(f) Individuals selected to provide professional development to cooperating teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for cooperating teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

The individuals responsible for providing professional development to cooperating teachers include faculty members and invited presenters who specialize in pertinent areas of study. For example, The

BPPP advisory group reviews, comments and recommends on issues relative to program development and implementation. The program recognizes that teachers need to develop cooperative professional partnerships to be effective in providing guidance and constructive feedback to candidates. In addition, cooperating teachers with specialist training and extensive background share their professional experiences through this BPPP committee.

The BPPP Multiple Subject Coordinator, Dr. Esther Larocco and Single Subject Coordinator, Dr. Charles Zartman have significant backgrounds in developing reflective practice for the preparation of teachers. This background has helped inform supervisory practices and cooperating teacher guidelines that emphasize the developmental stages of learning-to-teach and promote reflective practice.

16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all field work participants, orally and in writing, the clearly defined roles and responsibilities of candidates, institutional supervisors, and cooperating teachers in the supervised field work sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well informed about (1) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

Roles and responsibilities of candidates, institutional supervisors, and cooperating teachers in the supervised field work sequence are clearly defined orally through site level orientation meetings held each semester. The cooperating teacher meetings held at the beginning of each semester provide an overview of the information in the Handbook that includes specific candidate guidelines regarding site responsibilities, lesson plan and observation procedures, schedule and phase-in of student teacher responsibility, and description of the roles of the cooperating teacher, university supervisor, and evaluation processes, and an orientation to the TPEs. In addition, early in each semester, three-way conferences among the university supervisor, cooperating teacher, and the candidate include specific discussion of the teaching expectations and field-based assignments. Policies are reviewed during subsequent conferences held during each placement.

If a candidate is having difficulties in any area of competence, the field-based cooperating teacher and/or the university supervisor calls a three-way meeting immediately. The university supervisor will provide more frequent observations and feedback as necessary and may determine that a candidate should

change placements or repeat a placement. The site principal is also kept apprised of this process by the university supervisor.

In the instance that a candidate is not demonstrating satisfactory progress, a candidate is placed on an action plan that details specific areas for professional growth and expectations. The candidate, university supervisor and program coordinator sign this action plan. The cooperating teacher will be informed of the contents of the Plan. Procedures for the candidate improvement process and for program dismissal are included in the Handbook and are communicated to all fieldwork participants.

STANDARD 17

Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

To be considered for entry into the Bilingual Professional Preparation Program (BPPP), candidates must have completed the Liberal Studies undergraduate major or have passed the CSET/MSAT and have an official, signed subject matter competencies form. They also must provide verification of a passing score on the CBEST, Spanish Language Exam and the Latino Culture Exam or show proof of having taken the exams. They must have an overall GPA of 2.67 or a GPA of 2.76 in their last 60 units and must have completed a minimum of 75 hours of field experience. In addition to the prerequisites required by the office of the Chancellor of the California State University, State law, and campus requirements, all candidates must complete and pass an individual interview [**Tab 41**].

During undergraduate preparation, candidates have a series of opportunities to participate in early classroom experiences through many required courses (including, but not limited to: ART 207, PSY 202, ENGL 232, SPED 143, EDTE 289C). All candidates are required to have a minimum of 75 hours of early classroom experience prior to program entry. Bilingual candidates must complete at least 45 of the 75 required hours in bilingual/crosscultural classroom settings. The first 45 hours must be completed prior to the required 30 hours in the capstone course, EDTE 289C: Practicum in Multilingual/Multicultural Classroom Settings [**Tab 4**]. As part of this course, prospective candidates are assigned by the course instructor to a classroom where a current program candidate is placed. EDTE 289C students must observe and work with K-12 students in the assigned classroom for a minimum of 30 hours. Through this course, they are introduced to behavioral objectives, lesson planning, state content area frameworks and standards, and classroom management. The Bilingual Professional Preparation Program (BPPP) courses uses the EDTE 289C content as the foundation for the EDTE 229 (Multiple Subject) [**Tabs 15 – 22**] and EDTE 246 (Single Subject) coursework [**Tabs 23 – 30**].

Spanish/English bilingual candidates must take the Spanish Language and Latino Culture examinations before being accepted to the BPPP. To prepare for these examinations, candidates are required to take SPAN 3, SPAN 4, SPAN 25, SPAN 104A, BLMC 219, HIST 35, CHST 158, and LAST 50 or SPAN 150 [**TABS 1, 2, 7 – 13**]. Before being placed in a bilingual classroom setting, candidates must have entry level on both exams. To be recommended for the bilingual/crosscultural authorization, candidates must meet the exit level requirement before the end of the second semester.

Individuals who apply for the graduate fifth year of the BPPP start the application procedure the fall semester prior to program entry. The application process is completed in early spring prior to fall entry. In addition, individual interviews are held during spring semester prior to program entry. Those individuals who successfully complete all requirements for program entry

are accepted into the graduate year of the program (Phases I and II) during the month of April before fall entry and are ready to begin the teaching responsibilities in the BPPP fieldwork sequence.

The fieldwork component in the BPPP ensures a gradual, developmental increase of instructional responsibilities that parallels the pedagogical content of the university coursework (see Standard 15 for detailed description of fieldwork). All candidates are able to spend the first few days of school at their site to observe how their cooperating teacher establishes classroom management and organizes instruction. Coursework assignments are linked to the candidates' fieldwork throughout the program. In this manner, program faculty can determine that the candidates have the satisfactory qualifications and developmental readiness.

In addition, university supervisors and cooperating teachers evaluate student progress and readiness in an on-going basis. Through formal and informal observations, university supervisors determine, candidates' readiness to increase instructional responsibilities. After each formal observation, each candidate receives feedback on how the lesson addressed each of the six TPE domains on the Lesson Observation Feedback Form [Tab 32]. Cooperating teachers use the same form after they observe their candidates and, in addition, they provide feedback on a monthly basis on candidates' progress on meeting the TPEs. Copies of the Cooperating Teacher Monthly Feedback Form [Tab 33] are provided to each candidate and the corresponding university supervisor. Mid-semester and prior to having daily whole-class instructional responsibilities, the university supervisor completes the Progress Report Form [Tab 34]. On the Progress Report, candidates are evaluated on the thirteen TPEs and their elements using a five-point scale. This information is shared with the candidate and the cooperating teacher at the mid-semester Three-Way Conference. First semester candidates (Phase I) must receive a minimum score of "2" (Attempts to Apply TPEs) to meet satisfactory qualifications and developmental readiness prior to having three days of whole-class instructional responsibilities. Second semester candidates (Phase II), must receive a minimum score of "3" (Developing Beginning Practice) to document the satisfactory qualifications and developmental readiness prior to assuming daily, whole-class instructional responsibilities for two weeks of "soloing." To assure consistency in the scoring process a Scoring Guide for Feedback Forms [Tab 45] was developed. The Scoring Guide contains descriptors of behaviors and expectations ascribed to each of the five levels.

17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

Prior to being accepted into the program, assigned to a field placement, and given daily responsibilities for small or whole class instruction in K-12 schools, applicants for the BPPP must complete the following core prerequisites.

Prerequisites:

- Verification of Subject Matter Competence or equivalent CSET/MSAT

- Courses: Psychology 214 – Psychology of Teaching; CSCI 010 – Computer Literacy; CMST 011, 012, or Theatre 29 – Public Speaking; POLS 055 or 155 – American Government; HCSV 260 – Health Science;
- Standard 13 requirements: ENGL 121 – Principles of Language; ENGL 232 --Theory and Practice of English as a Second Language; 6 semester units of a single foreign language (or 2 years of high school foreign language with a grade of “B” or better); EDUC 102 – Access and Equity in Education
- Grade point averages specified by Chancellor’s Office and CSU,Chico
- BCLAD prerequisites requirements: SPAN 3, SPAN 4, SPAN 25, SPAN 104A, BLMC 219, ENGL 232, HIST 35, CHST 158, LAST 50 OR SPAN 150, and EDTE 289C
- Additional prerequisites requirements: TB clearance, candidates must have taken CBEST, Spanish language and Latino culture exams (passage of all three tests is required before being recommended for a credential), Community Level CPR (prior to being recommended for a credential), Certificate of Clearance, 75 hours of early field experience

Prospective candidates for the BPPP submit pre-application materials in the fall, one year in advance of anticipated enrollment in the program. The pre-application process allows students to become acquainted with faculty and receive advising and important information prior to program entry. The final date for completion of program and graduate school application materials is the first Friday in March of the spring prior to anticipated program entry. The Liberal Studies Office provides information to prospective candidates about the requirements in the Liberal Studies Newsletter [**Tab 42**]. Esther L. Larocco, Ph.D., a BPPP faculty member advises once a week in the Liberal Studies Office to provides information about the Liberal Studies, Bilingual/Crosscultural undergraduate mayor option and about the BPPP to prospective candidates.

Assignments of candidates to field placements are made by program faculty only when candidates have successfully completed all of the above requirements and have attended the “Pre-Orientation” meeting with program faculty in May and the Orientation/seminar meetings in August prior to the university start up. Candidates who enter the BPPP are well-prepared for the daily responsibility for whole class instruction in a K-12 school. The BPPP Office maintains detailed application files on each candidate and ensure completion of all required prerequisites and state basic skills requirements [**Tab 43**].

17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

The BPPP field supervision process is carefully designed to prepare candidates for the daily responsibility for whole class instruction in their field placements. The field supervision process

includes regular classroom visits and observations, three-way conferences, weekly reflective journal entries based on the TPEs, and substantial written feedback to candidates using the Lesson Observation Feedback Forms [**Tab 32**], the Cooperating Teacher Feedback Form [**Tab 33**], and the Progress Report Form [**Tab 34**] based upon the TPEs. In addition, at the end of each semester BPPP faculty meet with each candidate to provide specific feedback regarding performance in program coursework and fieldwork.

The Candidate Responsibilities Forms, the Progress Report, and Three-Way Conferences [**Tabs 34, 36 – 39, 44**] are the primary sources of evidence of how the BPPP documents candidate demonstration of ability to teach in the six domains of the TPEs and requires verification by the cooperating teacher and/or university supervisor.

STANDARD 18

Pedagogical Assignments and Formative Assessments during the Program

As each candidate progresses through the program of sequenced course work and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPE) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate's pedagogical performance in relation to the TPE. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

There is clear evidence in the Bilingual Professional Preparation Program (BPPP) design and syllabi that pedagogical assignments and tasks in coursework and supervised fieldwork increase in complexity and address the TPEs effectively. The 2-semester BPPP carefully integrates competencies and standards from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The program is based on extensive research that supports the integration of curriculum content with field practicum and teaching experiences. Candidates begin their first semester placements in classrooms in August and follow the public school calendar through the end of May as they gradually increase their responsibilities, and gain competence in their professional development. Course syllabi for multiple and single subject courses, EDTE 229F/246F and EDTE 229S/246S provide evidence that expectations for candidates become increasingly complex. Pedagogical assignments are designed to closely resemble the tasks of the TPA [Tabs 15-30]. The BPPP Handbook provides evidence that the program procedures guarantee that candidates receive complete, accurate and timely performance feedback and suggestions for improved practice.

Element 18(a) During the supervised field work sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the curriculum to students of varying backgrounds and abilities.

The BPPP has been carefully designed so that the assigned tasks in the fieldwork sequence become more complex as candidates gain more teaching experience with students of varying backgrounds, abilities, and levels of English language development. When candidates begin student teaching in Phase II [Tabs 22, 30] they are already familiar with the language and concepts in the TPEs from EDTE 289C, Practicum in Multilingual/Multicultural Classroom Settings [Tab 4] and Field Experience in Phase I [Tabs 20, 28]. The Field Responsibility Checklists [Tab 36, 37, 38, 39] provide evidence of some of the major assignments that candidates complete during Phases I and II. For example in Phase I, student teachers are responsible for small group lessons with support from cooperating teacher in lesson development, while in Phase II, student teachers teach whole group lessons with primary responsibility of lesson development and implementation. The

culminating experience in Phase II is the requirement that all student teachers complete a minimum of two full weeks of soloing, which includes full responsibility of all aspects of classroom instruction and management. At the close of Phase II, candidates have completed at least 28 weeks of teaching in a multiple/single subject setting, with both oral and written constructive feedback from both university supervisor and cooperating teacher. This feedback guides the student teacher in further developing their understanding and implementation of sound pedagogical practices in their field placements.

Element 18 (b) In the supervised field work sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

The BPPP provides candidates with substantial pedagogical assignments and field experiences that address the full range of the Teaching Performance Expectations, including learning to teach to California academic content standards for students. The systematic study of curriculum and instruction begins in Phase I with EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Students Learning [Tab 15] for multiple subject candidates, and continues with EDTE 229B [Tabs 16] Curriculum Development and Instructional Strategies. In EDTE 229B [Tab 16], candidates are required to study each of the California state adopted subject matter frameworks in Language Arts, Mathematics, Science, Visual and Performing Arts, and Physical Education. Further development in the teaching of Reading/Language Arts is the emphasis of EDTE 229C Reading/Language Arts in Self-Contained Classrooms [Tab 17] for multiple subject candidates. Candidates prepare presentations of lessons from the content standards and frameworks and begin to research the state-adopted instructional materials and assessment processes utilized in teaching K-12 students. During Phase II, candidates continue to deepen their knowledge of the TPEs and academic content standards in EDTE 229G, Interdisciplinary Instruction and Assessment [Tab 21] for multiple subject candidates, emphasizing the History/Social Science and Fine Arts content areas. For further information regarding any of the above-mentioned courses, see standards 7A and 8A

Element 18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks address the Single Subject teaching Credential.

The BPPP provides candidates with substantial pedagogical assignments and field experiences that address the full range of the Teaching Performance Expectations, including learning to teach to California academic content standards for students. The systematic study of curriculum and instruction begins in Phase I with EDTE 246A, Educational Psychology [Tab 23] and continues with EDTE 246B, [Tab 24] Curriculum Development and Instructional Settings in Secondary Settings. In EDTE 246B [Tab 24], candidates are required to study each of the California state adopted subject matter frameworks in Language Arts, Mathematics, Science, Visual and Performing Arts, and Physical Education. Further

development in the teaching of Reading/Language Arts is the emphasis of EDTE 246C, Teaching Content Area Reading/Language Arts in Secondary Settings [Tab 25] for single subject candidates. Candidates prepare presentations of lessons from the content standards and frameworks and begin to research the state-adopted instructional materials and assessment processes utilized in teaching 7-12 students. During Phase II, candidates continue to deepen their knowledge of the TPEs and academic content standards EDTE 246G, Subject Specific Content Instruction and Assessment [Tab 29] for single subject candidates. For further information regarding any of the above-mentioned courses, see standards 7B and 8B.

Element 18 (d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have his/her performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

Syllabi for all university courses and field experiences provide documentation that the BPPP has carefully planned opportunities for each candidate to practice teaching in relation to the TPEs. BPPP faculty supervisors have been trained in using the California Standards for the Teaching Profession (CSTP) through BTSA CFASST training. The candidate portfolio design, submitted at the end of the BPPP to provide tangible evidence of their mastery of the TPEs, was structured according to the CSTP for four years before the Teaching Performance Expectations and SB 2042 standards were adopted.

During both Phase I and Phase II of supervised fieldwork, candidates write a minimum of 2 reflective journal entries per week based upon the TPEs and gradually begin to make more complex connections among the domains of the TPEs as well as individual elements within each of the TPEs. In addition, candidates must submit a written self-reflection following a formal observation using a template reflecting the TPE's. In addition, the TPA tasks, based upon the TPEs, are embedded within the sequential delivery of coursework and field experience. See individual course syllabi for explanation of assignments meeting TPA tasks.

Element 18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.

Each candidate is carefully guided and assisted by his/her university field supervisor throughout each semester of the program. Because faculty supervisors are also instructors in the coursework, tasks and assignments are interrelated between the coursework and fieldwork. Candidates have ample opportunities to complete tasks that lead incrementally to the assessment tasks in the TPA.

The Responsibility Checklist Form [Tabs 36, 37, 38, 39] is discussed in detail at the beginning of the program in August and is the primary assessment tool that guides 3-way field conferences and candidate self-reflection and understanding of his/her own progress in developing competence in the TPEs. Assignments and tasks in the supervised fieldwork sequence are clearly defined and described in these forms.

All supervisors attend bi-monthly Center meetings in order to maintain close communication relative to the progress of all candidates in the cadre. In addition to supervisor availability to candidates, the BPPP Coordinators are available for individual conferencing with candidates regarding their responsibilities for completing needed coursework registration each semester, financial aid and scholarship processes, and the maintenance of required credential application paperwork and files as needed. The Coordinator track each candidates' files and field placement information through carefully monitored written notifications and telephone/email reminders.

Element 18 (f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

University supervisors and cooperating teachers provide regular and substantial performance feedback from scheduled observations and post conferences, and from daily informal conferences and discussions. The TPEs are the basis for performance feedback both in writing and post lesson conferences.

Candidate progress in the fieldwork sequence is closely monitored by use of the Cooperating Teacher Monthly Feedback Form [Tab 33], the Lesson Observation Form [Tab 32], the Mid and Final Semester Progress Report Form [Tab 34], and the Responsibility Checklist Form [Tab 36, 37, 38, 39]. A full report of candidate performance is maintained in each candidate's supervision file.

Element 18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

BPPP faculty meet on a regular basis to plan candidates' pedagogical assignments and tasks in coursework and supervised fieldwork. Syllabi, integration of TPEs, and formative assessment tasks are among the topics regularly discussed. Program-based supervisors and school-based supervisors have meetings on regular intervals throughout the BPPP year. The cooperating teacher meeting at the beginning of each semester assists in establishing clear communication and expectations regarding candidates' pedagogical assignments. University supervisors establish regular check-in visits with school site principals when visiting school sites for candidate observations.

STANDARD 19
Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, 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 the Teaching Performance Expectations (TPE) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPE using formative assessment processes. Verification of candidate's performance is provided by at least one supervising teaching and one institutional supervisor trained to assess the TPE.

The Bilingual Professional Preparation Program (BPPP) leadership is shared by CSUC faculty members, Esther L Larocco, Ph.D. (Multiple Subject Coordinator) and Charles G. Zartman, Jr., Ph.D. (Single Subject Coordinator). In addition to the two coordinators, there are two other fulltime faculty members, Jesús Cortez, Ph.D. and Linda Montes, and three part-time faculty members, Norma Rueda, ABD, Maria Sudduth, M.A. and Jessee Silverman, M.A. All seven faculty members teach and/or supervise in the program. The faculty members, in close collaboration and partnership with cooperating teachers, provide regular verbal and written feedback and support, as they mentor candidates toward meeting the full range of Teaching Performance Expectations (TPE) over the course of the academic year. One aspect of the ongoing evaluation is the daily supervision by cooperating teachers, bi-monthly supervision during the first semester, weekly supervision during the second semester and written documentation by the cooperating teacher and the university supervisor. Using a clinical supervision model, observations are followed by post-conferences to evaluate candidates' performances relative to teaching effectiveness. Written self-reflection of lessons that have been taught and reviewed by faculty contribute to the candidate's understanding of effective teaching. Each semester concludes with a solo teaching period of gradually increasing length and complexity. Multiple Subject candidates conclude the preparation year with a demonstration of their abilities to plan, teach, assess, and manage a classroom for a minimum two-week period. Single Subject candidates take over all teaching responsibilities for two periods during the second semester of student teaching. Teaching Performance Expectations are clearly delineated each semester on the Lesson Observation, Cooperating Teacher Monthly Feedback and the Progress Report Forms. [Tabs 32 - 34] These forms are used formatively and summatively to inform the candidate of his/her growth and progress relative to the TPEs.

Cooperating teachers are considered equal partners in the preparation of candidates as they support and guide development and evaluate progress. University faculty and cooperating teachers have at least three, three-way conferences each semester to provide feedback about the candidate's performance (formative assessment). As noted in Standard 17, first semester candidates (Phase I) must receive a minimum score of "2"

(Attempts to Apply TPEs) on the Cooperating Teacher Monthly Feedback and the Progress Report Forms to meet satisfactory qualifications and developmental readiness prior to having a minimum of three days of whole-class instructional responsibilities. Second semester Multiple Subject candidates (Phase II), must receive a minimum score of “3” (Developing Beginning Practice) to document the satisfactory qualifications and developmental readiness prior to assuming daily, whole-class instructional responsibilities for two weeks of “soloing.” Single Subject candidates must receive a minimum score of “3” (Developing Beginning Practice) to document the satisfactory qualifications and developmental readiness prior to assuming daily, whole-class instructional responsibilities for two class periods during the second semester. To assure consistency in the scoring process a Scoring Guide for Feedback Forms [Tab 42] was developed. The Scoring Guide contains descriptors of behaviors and expectations ascribed to each of the five levels.

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessments, and provided timely feedback on their performance in relation to the TPE

Throughout the professional preparation year, candidates are systematically assessed and given feedback during bi-monthly observations and post-conferences with the university supervisor during the first semester; weekly observations and post conferences with the university supervisor during the second semester; daily observation by the cooperating teacher in whose classrooms candidates are placed; during three-way conferences held in each of the field placements; and through the use of the formative assessment forms. [Tabs 32 - 34]. Candidates have numerous opportunities to practice and receive feedback on their performance and growing competencies. Reflection journals are read and responded to by university supervisors. The daily journals chronicle individual growth of each candidate and provide faculty with the insight to provide the appropriate interventions to ensure continuous progress. Each semester, three three-way conferences are held with each candidate, cooperating teacher, and university supervisor. The objective of the initial three-way conference is to plan the semester goals and highlight the candidate’s strengths and personal growth areas to focus the continuing support. [Tab 44] The mid-way three-way conference is used to check and clarify the candidate’s growth progress in relation to the semester goals and to outline future growth areas. The final three-way conference is a summary of the semester accomplishments, reflection on strengths, and an opportunity to set goals for the next semester. Each three-way is used to assist the candidate in accurately self-assessing and reflecting on his/her competence and confidence. The Progress Report and the Candidate Self-Evaluation Forms [Tabs 34 & 35] are shared by the candidate and supervisor to identify progress and future areas of growth mid-way through the semester and again at the end of the semester for the following field placement.

19(b) There is a systematic summative assessment administered by qualified individuals

who are knowledgeable about the TPE as they apply to the subjects of the credential. At least one cooperating teacher and one institutional supervisor summatively assess candidate performance in relation to the TPE using documented procedures or instruments that are clear, fair, and effective.

Candidates are provided daily monitoring by cooperating teachers, bi-monthly supervision during the first semester and weekly supervision during the second semester by a university supervisor. Together, the formative and summative assessments of each candidate's performance level relative to the TPE are used to determine the final recommendation. In order to receive a positive recommendation for entry to the teaching profession at the conclusion of the Bilingual Professional Preparation Program, candidates, at the end of the second semester responsibilities, must maintain a "3" rating in all areas of the Progress Report Forms [TAB 34]. These are the same criteria needed to begin Phase II soloing responsibilities for Multiple Subject candidates and assumption of daily instructional responsibilities for Single Subject candidates. The Scoring Guide [TAB 42] describing the dimensions of a "3" score is consistent with the behaviors of "Developing Beginning Practice," and consistent with the behaviors of a professional beginning a career in the classroom. Both the university supervisor and the cooperating teacher write letters of recommendation for each candidate each semester in addition to completing the above noted feedback forms [Tabs 32 –35].

- written Self-Reflection Form [Tab 35]
- written self-reflection of a video-taped lesson
- written self-reflection of a peer observation lesson
- minimum of two-week solo period in the second semester (multiple subject) or full teaching responsibility for two class periods during the second semester
- portfolio review by program faculty to examine the body of evidence of candidate's growth and professional development. This EDTE 229G or EDTE 246G assignment [TABS 21, 29] is organized according to the six TPE domains. Candidates must include a minimum of one piece of evidence from program coursework and a second piece of evidence from the fieldwork demonstrating how they have met the standards under each of the six TPE domains. In addition, candidates must write a minimum of a two-page synthesis statement explaining how the evidence demonstrates their ability to meet the TPEs under each of the six domains.
- all tasks of the Candidate's Responsibility Forms signed as MET [TABS 36 - 39].

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

As verification of candidate's performance, the recommendation for a credential is based on multiple components. Final recommendation for a credential is jointly made by the

faculty members using the above mentioned components and the following additional criteria:

- passing CBEST score
- passing Reading Instruction Competence Assessment (RICA) score
- passing Spanish Language Exam score
- passing Latino Culture Exam score
- overall grade point average of 3.0 (“B”) in all BPPP coursework (EDTE 229 series for Multiple Subject candidates and EDTE 246 series for Single Subject Candidates). All course assignments are designed to assist candidates in demonstrating satisfactory progress towards meeting the TPEs.
- a 30-minute exit level meeting with program faculty

When these requirements are met, the program coordinator forwards the candidates’ names to the Credential Analyst on the CSU, Chico campus for review and recommendation to the California Commission on Teacher Credentialing.