BCLAD Teacher Preparation Program  
Policy Studies Department  
College of Education  
San Diego State University

Request for Additional Information  
SB 2042 Early Adopter Proposal  

November 12, 2002

In Response to  
Standards of Quality and Effectiveness for  
Professional Teacher Preparation Programs  
California Commission on Teacher Credentialing
### Responses

**TABLE OF CONTENTS**

<table>
<thead>
<tr>
<th>Program Standard</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PROGRAM DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Collaboration in Governing the Program</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>Relationships Between Theory and Practice</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Pedagogical Thought and Reflective Practice.</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>Equity, Diversity and Access to the Core Curriculum</td>
<td>31</td>
</tr>
<tr>
<td>6</td>
<td>OPPORTUNITIES TO LEARN, PRACTICE AND REFLECT ON TEACHING IN ALL SUBJECT AREAS</td>
<td>34</td>
</tr>
<tr>
<td>7</td>
<td>PREPARATION TO TEACH READING-LANGUAGE ARTS.</td>
<td></td>
</tr>
<tr>
<td>7-A</td>
<td>MULTIPLE SUBJECT Reading, Writing and Related Language Instruction in English</td>
<td>37</td>
</tr>
<tr>
<td>7-B</td>
<td>SINGLE Subject Reading, Writing, and Related Language Instruction in English</td>
<td>48</td>
</tr>
<tr>
<td>8</td>
<td>PEDAGOGICAL PREPARATION FOR SUBJECT-SPECIFIC CONTENT INSTRUCTION</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Multiple Subjects</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Single Subjects</td>
<td>62</td>
</tr>
<tr>
<td>9</td>
<td>Using Technology in the Classroom</td>
<td>68</td>
</tr>
<tr>
<td>10</td>
<td>Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>PREPARATION TO USE EDUCATIONAL IDEAS AND RESEARCH</td>
<td>74</td>
</tr>
<tr>
<td>12</td>
<td>Professional Perspectives Toward Student Learning and The Teaching Profession</td>
<td>79</td>
</tr>
<tr>
<td>13</td>
<td>Preparation to Teach English Learners</td>
<td>82</td>
</tr>
</tbody>
</table>
Program Standard 14: PREPARATION TO TEACH SPECIAL POPULATIONS IN THE GENERAL EDUCATION CURRICULUM 88

Program Standard 15: LEARNING TO TEACH THROUGH SUPERVISED FIELDWORK 91

Program Standard 16: PEDAGOGICAL ASSIGNMENTS AND FORMATIVE ASSESSMENTS DURING THE PROGRAM 96

Program Standard 17: CANDIDATE QUALIFICATIONS FOR TEACHING RESPONSIBILITIES IN THE FIELDWORK SEQUENCE 102

Program Standard 18: PEDAGOGICAL ASSIGNMENTS AND FORMATIVE ASSESSMENTS DURING THE PROGRAM 105

Program Standard 19: ASSESSMENT OF CANDIDATE PERFORMANCE 108

APPENDIX
A: Bibliography
B: TPEs 1-16 (including the 3 additional ones)
C: Matrices aligned with TPEs, Components and Goals
D: Course Syllabi
E: Faculty Vitae
F: Department Advisory Committee
G: Department Evaluation Forms and Handbooks
H: Mexico BCLAD approved document
G: Single Subjects Student Teaching Handbooks
I: Sample Lessons and Portfolio Showcase and Exit Assessment Form.
Category A

Program Design, Governance, and Qualities

Program 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 prepare 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 and 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 B. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Program Elements for Standard 1: Program Design

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.

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.

Mission

The B/CLAD program is concerned primarily with the professional preparation of bilingual-biliterate and cross-cultural teachers who will be reflective practitioners, working collaboratively with school districts. In addition, the program goals and objectives of the BCLAD are compatible with the mission of the College of Education at San Diego State University with its commitment to issues of diversity, theory and practice and the scholar practitioner.

CONCEPTUAL FRAMEWORK
The B/CLAD program philosophy is based on a pedagogy of empowerment that views all K-12 students from an educational benefits model. The educational benefits model values democratic schooling and integrates the language, culture and social context of the student into the school curricula giving equal status to home, community, and school experiences. In addition, the program is based on the belief that all students want to self-actualize, that students, if properly nurtured, have high expectations of themselves to realize their potential.

**Content Knowledge Base.**

The democratic schooling/equal benefits perspective calls for B/CLAD coursework to emphasize such a philosophical position. The coursework enables candidates to acquire a content knowledge base, application and analysis skills. It enables candidates to incorporate sociocultural factors, language characteristics, multicultural experiences, and learning acquisition modalities in building, enhancing, evaluating and nurturing the cognitive and affective development of all students, and specifically the ethnically and linguistically diverse student. It is expected that our teacher candidates will model the behaviors that they wish the students to acquire. These behaviors are those of the educated person, including the reflective practitioner, the facilitator of critical inquiry, the cultural mediator, the educator linked with the school community, and the person who continues to grow both emotionally and intellectually and instills such desires in students.

**Additional TPEs.**

Participation and involvement in the social context of a given school-community is a significant element in the professional preparation program, and many performance expectations (TPEs) are related to home-school-community activities. However, our program has added a TPE (#16) which specifically speaks to the issues of community. The program expectations are for candidates to accept the educational validity of a bilingual/bicultural student’s home and community environment, see language differences as representing valid means of communication, promote biculturalism as a primary element in the education of the culturally and linguistically diverse student and present curriculum and teaching strategies that build on the theoretical framework used by the BCLAD credential. Consequently, a TPE has been added which speaks directly to issues of biliteracy and bi-cognition (#15) and one which speaks to issues of social justice/democratic schooling (#14) (see Appendix B).

**Pedagogy Model**

The Policy Studies in Language and Cross Cultural Education (PLC) BCLAD programs can be visualized in the Democratic Schooling Pedagogy Model (Figure 1,) and drives the coursework of the program while using California state standards and frameworks.

The theoretical framework developed for the B/CLAD credential is based on a philosophy of constructive transformational change articulated through a Democratic Schooling lens. The framework utilizes seven components, conceptually visualized as three concentric circles with Democratic Schooling as the center, driving force. The second, or central ring speaks to the incorporation and influence of various populations
and issues (e.g. a healthy environment), while the third ring speaks to the curricula. The outside of the model identifies influences which inform and affect the entire model for democratic schooling: research, theory, political and social forces.

**The Components**

The components and rings of the model (see visual) are viewed as broad areas in which teacher candidates must acquire appropriate knowledge, understanding, skills and culturally pluralistic attitudes in their preparation to work in linguistically and culturally diverse school communities. In addition, each of the components is tied to the appropriate TPEs and ultimately the TPAs. As mentioned above, we have added three TPEs to the 2042 CTC framework, one which speaks to democratic schooling (TPE 14, Component 1), one which speaks to biliteracy (TPE 15, Component 4), and one which speaks to community (TPE 16, Component 2). In the following description of the components the primary TPEs are referenced. Appendix C provides visuals for the correlation of the Components and TPEs.

With an interdisciplinary philosophical understanding of change, culture and social issues which form the Democratic schooling core (Component 1, TPE 1-16), candidates can advance to an understanding of individual school communities (Sociocultural Awareness, Component 2, TPE 16) and the cultural context of language (Language Structure and Acquisition, Component 3, TPEs 1, 7, 8, 15). To actualize the academic and linguistic skills of culturally and linguistically diverse students, the promotion of bicognitive development and biliteracy skills are addressed through the balance of development of the first and second language (Bi-Cognition/Biliteracy, Component 4, TPEs 15, 7-11). Combining a philosophical knowledge and an understanding of the sociocultural influences in the school community to teach these students, candidates are prepared to develop skills in diagnosing and assessing first and second language proficiencies and ascertain cognitive achievement in both languages (Assessment and Accountability, Component 5, TPEs 2, 3). The skills acquired in Components 1-5, then enable candidates to develop multicultural and linguistically relevant classroom materials and instructional strategies for linguistically diverse students to acquire the core curriculum and competence in the first language and English (Multicultural and Bilingual Curricula, Component 6, TPEs 1, 4-6, 15). The seventh component integrates the above six components to enable the candidates to view themselves as agents of educational change, capable of transforming the classroom and schools in ways that enhance the learning potential and career choices of students (Reflective Practice, Component 7, TPEs 1-16). This last component also begins to empower teachers to view themselves as action researchers who can collect data, analyze it, and propose changes in the way they teach and work with the linguistically and culturally diverse school community (TPE 13).

The seven components described above are integrated into the BCLAD multiple and single subject credential programs in the following way:

**Component 1: Democratic Schooling Pedagogy.** The first component of the model introduces candidates to the study of democratic schooling with emphasis
from a multi-disciplinary perspective (anthropological, sociological, psychological, aesthetic, linguistic and historical). The core concepts of social justice, equity and status equalization drive this philosophy. These concepts are then articulated in the next six components to form the pedagogy that will guide the candidates in their professional careers as multicultural/democratic educators. The courses that provide the foundation include ED 451 (Introduction to Multicultural Education), PLC 401 (Theories & Practices in Multilingual Education), and the two psychological foundations courses (PLC 923/Multiple Subjects; PLC 924/Single Subjects). These concepts are then embedded in all the methods courses. Theoretical support for this component can be found in the writings of John Dewey (1916), Paulo Freire (1972), Feinbert and Soltis (1999), Vygotsky (1962), Baker (2001), and Pearl and Knight (2000). This component addresses all 16 TPEs and all four TPA tasks.

Component 2: Sociocultural Awareness. The sociocultural awareness and influences component is community based and provides candidates with the opportunity to observe and experience a culturally diverse school community, the diversity of the classroom and the home-school environment in which students work. The analysis of these influences in our schools find their foundation in ED 451, PLC 401, PLC 923/MS and PLC 924/SS. These concepts are embedded in all methods classes. The theoretical sources guiding this component include such researchers and theorists as Baker (2001), Banks (1981, 1987, 1995), Diaz, Moll & Mehan (1986), Nieto (1996), Wink (2000), Moll (1990), and Brofenbrenner (1986). This component primarily addresses TPE 7 and 16.

Component 3 Language Structure and Acquisition. In the third component candidates learn about the interrelatedness of languages and culture, how language is structured, specifically English and Spanish and how languages are acquired, whether the first, second or third. This component involves a thorough understanding of the cultural and community context of student’s language and the role of language as a means of communication, transmittal of culture and socio-cultural identification. It also provides for the foundational linguistic knowledge needed as candidates are prepared to teach literacy in two languages. Theories and skills in language structure are found in LI 420 (Linguistics & English), while the foundations for language acquisition are found in LI 452, (Language Acquisition/MS, pre-requisite) and PLC 953 (Language Development in Secondary Bilingual Classrooms/SS, credential year). These competencies are then embedded for MS in PLC 931 & 932, (Teaching Reading/Language Arts to Bilingual Elementary Students) and in PLC 933 (Skills in Teaching Reading to Bilingual Secondary Students) for single subject, with further concepts applied to the ELD/SDAIE methods courses (PLC 915A/B and/or LI 550). The theoretical sources guiding this component include Baker (2001), Brown, (2001), Diaz-Rico & Weed (2002), Power & Hubbard (2002), Hulit & Howard (1997), Lessow-Hurley (1999), Genesee (1994), Fromkin & Rodman (1998), and Finegan (1998). This component primarily addresses TPE 1, 7-8, 15.
**Component 4: Bi-Cognition/Biliteracy.** In the fourth component, candidates acquire skills and strategies for the development of first and second language academic skills. A major goal of the program is to develop bicognitive and biliterate students, hence these issues are addressed in all coursework and reflected in all the TPEs. Strategies in how students process information and how transfer of learning methodologies occur are found in all the methods courses, and the psychological foundations and language acquisition courses. Development of primary language skills occur in the reading and language arts methods courses (PLC 931-932/MS; PLC 933/SS) and the ELD/SDAIE methods (PLC 915 A/B and/or LI 550). Theoretical sources guiding this component include Baker (2001), Genesee (1994), Peregoy & Boyle (2001), and Perez & Torres-Guzman (2001), This component primarily addresses TPE 15, 7-11.

**Component 5: Assessment & Accountability.** This component addresses the need for candidates to know and understand the various ways their students will be assessed, both in-class and district or statewide, and how schools and districts are held accountable. Candidates also acquire the skills to adapt and devise assessment tools for language and literacy. High stakes testing, standards and standardized tests as well as performance based measures are specifically addressed in the prerequisite course, PLC 401 and in the preparation program in the seminars for MS (PLC 960) and SS (PLC 903), Psychological foundations (923/MS; 924/SS), and embedded throughout the methods courses (MS: 910-12; 931-32; 915A; SS: TE 914; PLC 953; PLC 915B). The theoretical sources guiding this component include Anthony (1991), Baker (2001), Calkins et al (1998), Chase (1999), Diaz-Rico & Weed (2002), Genesee (1996), and O’Malley & Valdez Pierce (1997). This component primarily addresses TPE 2 and 3.

**Component 6: Multicultural and Multilingual Curricula** In the sixth component, candidates acquire skills for the development and implementation of curriculum that promotes democratic schooling and knowledgeable citizens, and integrates culture, language and biliteracy. This component also emphasizes the use of reflective teaching to implement strategies for developing culturally and linguistically appropriate performance criteria, diagnosing performance, evaluating materials, and adapting materials and strategies. While Components two to five provide a broad range of information needed to adequately address the needs of students, without an articulated and appropriate set of curricula and teaching strategies transformational change will not occur. The beginnings of this knowledge base and a Democratic Schooling Pedagogy finds its foundation in ED 451 and PLC 401. Both the Psychological Foundations courses (PLC 923/924) and all methods courses in both the multiple and single subjects programs (PLC 910,912, 914, 915 931-33) operationalize this knowledge base and turn theory into practice using state standards, frameworks and materials. The theoretical sources guiding this component include Baker (2002), Freire (1974), Kagan (1985), Miramontes, Nadeau & Commins (1997), Nieto (1996), and Wink (2000). This component primarily addresses TPE 1, 4-6, 15.
Component 7: Reflective practice (see all Standard 3(c) and 4, pp 21 & 24).
The seventh component prepares candidates to reflect, conceptualize and put into practice concepts that they can model and apply in improving the human condition of the school community. The skills and outcomes acquired in the first six components form the pedagogy that will guide the candidates in their professional careers as contributors to the ongoing development of multicultural/democratic schooling. PLC proposes that reflective practitioners integrate four principles aligned with the previous six components to guide the learning process for their students:

1. While students have different cultural and linguistic backgrounds, learning for all students involves four basic processes -- experience, reflection, conceptualization, and affirmation of reality -- and all educational activities should contain elements of each.

2. Students learn more easily in situations of mutual respect, cooperation, and trust. The affective aspects of individuals should not be divorced from their intellectual and cognitive growth.

3. Students learn when they have intrinsic motivation, i.e. when the subject matter is immediately relevant to their existence and they set their own goals and actively participate in decision making in the learning environment. In such activities, they are the subjects of the learning process.

4. Transformational learning occurs when students’ learning is interactive with the environment and society in meaningful ways.

The theoretical resources which support this component include Abalos (1996), Apple (1993), Appleton (1983), Banks (1975, 1989), and Wink (2000). This component addresses all 16 TPEs and all four TPA tasks.
Throughout the program, coursework and field experiences 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.

Sequence of Professional Education Courses and Student Teaching

The B/CLAD Multiple and Single Subjects teaching credential program is unique in the ways in which courses and student teaching experiences are sequenced. Instead of the traditional pattern of one semester of professional education coursework followed by one semester of student teaching, San Diego State's program includes the integration of professional coursework and student teaching each semester. Approximately half the time each semester will be devoted to student teaching and half to coursework, however, specific schedules and details of programs will vary across the blocks (e.g. intensive five week courses, full semester and late afternoon courses). In the B/CLAD program, students generally take all of their coursework with their block and follow a traditional two semester schedule.

In the Mexico BCLAD program, students take their coursework in four sessions, including three semesters (Summer, Fall, Spring) at the Escuela Normal in Querétaro, Mexico and one summer semester at San Diego State. Student teaching is completed in both locations as well.

In the B/CLAD Multiple Subjects (MS) & Single Subject (SS) credential, the first semester of student teaching (PLC 961/MS and 963/SS) includes (1) becoming familiar with schools and students by spending time in various offices, meeting with school officials, touring the school neighborhood, attending after school activities and tutoring students; (2) observing multiple models of teaching and learning at different grade levels; (3) practice teaching with a whole class 2-5 weeks; (4) maintaining a reflective log containing critical incidents, response to readings, and/or case study materials; and (5) attending faculty staff development days as appropriate. The second semester of student teaching, (PLC 962/MS, PLC 964/SS) consists of full day teaching for eight weeks. Both semesters of the student teaching assignment, students enroll in a student teaching seminar (PLC 960/MS and 903/SS).

Student teaching assignments during the two semesters are generally divided into one lower grade (K-3 for MS; middle school for SS) and one upper grade assignment (4-6 for MS or high school for SS). This provides a balanced and comprehensive view of school programs and allows each candidate to determine the grade level and age of student with whom s/he feels most comfortable. Additionally, all of our candidates are placed into heterogeneous, multiculturally and linguistically diverse classrooms to

---

1 Throughout the document the Mexico Multiple Subjects BCLAD program, administrated through the CSU International Programs Office will be referenced when an aspect of the program differs from the PLC program in San Diego. The Mexico BCLAD was most recently approved by CTC in October, 2000, however additional components are now being added to meet 2042 requirements. The program document, which includes a complete description of it, can be found in Appendix H.
ensure that candidates have had substantial experience with students from diverse backgrounds prior to the completion of the program.

It is possible for this program, (a minimum of 30 units), to be completed within a twelve month (one year) period. However, since the majority of teacher candidates at SDSU have completed their undergraduate preparation at SDSU, the prerequisites will normally have been completed as part of their B.A. degree. For transfer candidates most of the prerequisites may be taken during the summer semester prior to entering the credential program.

**Required Courses in the Professional Sequence**

**BCLAD Multiple Subjects Credential Program**

**Prerequisite Coursework**

BCLAD Multiple candidates complete all standard prerequisites that are currently in the SDSU catalog. Also, candidates are required to complete courses treating language structure (LI 420), language acquisition (LI 452), English language development/SDAIE (LI 550 or PLC 915A), multicultural education (ED 451) and Foundations in Multilingual Education (PLC 401). For those receiving their B.A.s from SDSU in Liberal Studies, LI 420 and LI 452 are required in the Liberal Studies major, and LI 550 is an elective. All prerequisite courses are three unit classes.

**Credential Coursework**

The B/CLAD Multiple Subjects program includes bilingual coursework in Psychological Foundations of Teaching (PLC 923), and five methods courses, all three units each: Reading (PLC 931); Spanish Language Arts (PLC 932); Math (PLC 910); Social Studies (PLC 911); and Science (PLC 912). In addition candidates take two semesters (6 units) of the Student Teaching Seminar (PLC 960) and Student Teaching (PLC 961 & 962, 12 units). All of these courses are embedded with the B/CLAD competencies of language structure, development and acquisition; culture; and pedagogy which includes specially designed academic instructional strategies in English (SDAIE). The foundations for SDAIE are provided in LI 550: Methods of Teaching ESL (a prerequisite course) or PLC 915, while those for first and second language acquisition are examined in Child Language Acquisition (LI 452).

B/CLAD teacher candidates in addition are prepared to use both Spanish and English in the classroom. Consequently, roughly half of the coursework in the B/CLAD credential program is conducted in Spanish, and when available, candidates enroll in courses in the academic major taught in Spanish.

The relationship between the CTC Standards for Categories A and B and the TPEs are shown in Table I.
### Table I: B/CLAD Multiple Subjects Credential Program

<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Title</th>
<th>Units</th>
<th>Standard</th>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI 420</td>
<td>Linguistics &amp; English</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1-3, 6-8</td>
</tr>
<tr>
<td>LI 452</td>
<td>Language Acquisition</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>7-8, 13</td>
</tr>
<tr>
<td>LI 550 OR PLC 915</td>
<td>ESL Techniques</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 401</td>
<td>Foundations of Multilingual Education</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>3, 7</td>
</tr>
<tr>
<td>ED 451</td>
<td>Introduction to Multicultural Education</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>8</td>
</tr>
<tr>
<td>Math 210</td>
<td>Math for Teachers</td>
<td>3</td>
<td>1, 8</td>
<td>1</td>
</tr>
<tr>
<td>PLC 901</td>
<td>Portfolio: Prof Development</td>
<td>1</td>
<td>1, 3-15, 17-18</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 902</td>
<td>Portfolio: Methods</td>
<td>1-2</td>
<td>1, 3-15, 17-18</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 910</td>
<td>Teaching Math</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 911</td>
<td>Teaching Social Studies</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 912</td>
<td>Teaching Science</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 923</td>
<td>Psych Found.</td>
<td>3</td>
<td>10-14</td>
<td>6, 8</td>
</tr>
<tr>
<td>PLC 931</td>
<td>Teaching Reading</td>
<td>3</td>
<td>7*1, 3-15, 17-18</td>
<td>1-10</td>
</tr>
<tr>
<td>PLC 932</td>
<td>Teaching Spanish Language Arts</td>
<td>3</td>
<td>7*1, 3-15, 17-18</td>
<td>1-10</td>
</tr>
<tr>
<td>PLC 960</td>
<td>Student Teaching Seminar</td>
<td>3-6</td>
<td>1, 15, 17-18,</td>
<td>1-12</td>
</tr>
<tr>
<td>PLC 961</td>
<td>Student Teaching I</td>
<td>1-12</td>
<td>15-18</td>
<td>1-13</td>
</tr>
<tr>
<td>PLC 962</td>
<td>Student Teaching II</td>
<td>1-12</td>
<td>15-18</td>
<td>1-13</td>
</tr>
<tr>
<td>SPED 450/496</td>
<td>Special Populations</td>
<td>2 units</td>
<td>14</td>
<td>1-15</td>
</tr>
<tr>
<td>ED TECH 470</td>
<td>Introduction to Technology</td>
<td>3 units</td>
<td>9</td>
<td>1-15</td>
</tr>
</tbody>
</table>

### Course #

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Units</th>
<th>Standard</th>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC 901</td>
<td>Portfolio: Prof Development</td>
<td>1</td>
<td>1, 3-15, 17-18</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 902</td>
<td>Portfolio: Methods</td>
<td>1-2</td>
<td>1, 3-15, 17-18</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 910</td>
<td>Teaching Math</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 911</td>
<td>Teaching Social Studies</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 912</td>
<td>Teaching Science</td>
<td>3</td>
<td>8</td>
<td>1-15</td>
</tr>
<tr>
<td>PLC 923</td>
<td>Psych Found.</td>
<td>3</td>
<td>10-14</td>
<td>6, 8</td>
</tr>
<tr>
<td>PLC 931</td>
<td>Teaching Reading</td>
<td>3</td>
<td>7*1, 3-15, 17-18</td>
<td>1-10</td>
</tr>
<tr>
<td>PLC 932</td>
<td>Teaching Spanish Language Arts</td>
<td>3</td>
<td>7*1, 3-15, 17-18</td>
<td>1-10</td>
</tr>
<tr>
<td>PLC 960</td>
<td>Student Teaching Seminar</td>
<td>3-6</td>
<td>1, 15, 17-18,</td>
<td>1-12</td>
</tr>
<tr>
<td>PLC 961</td>
<td>Student Teaching I</td>
<td>1-12</td>
<td>15-18</td>
<td>1-13</td>
</tr>
<tr>
<td>PLC 962</td>
<td>Student Teaching II</td>
<td>1-12</td>
<td>15-18</td>
<td>1-13</td>
</tr>
<tr>
<td>SPED 450/496</td>
<td>Special Populations</td>
<td>2 units</td>
<td>14</td>
<td>1-15</td>
</tr>
<tr>
<td>ED TECH 470</td>
<td>Introduction to Technology</td>
<td>3 units</td>
<td>9</td>
<td>1-15</td>
</tr>
</tbody>
</table>

### MEXICO BCLAD

The Mexico BCLAD program under the auspices of the CSU Chancellor’s Office of International Programs is governed by the International Teacher Education Council (ITEC). ITEC includes representatives from eight CSUs: Bakersfield, Fresno, Fullerton, Hayward, Long Beach, Sacramento, San Bernardino and San Diego. The program is over 50 units total. The document approved by CTC in October, 2000 is in Appendix H. It is has been amended as seen in this document to meet the new 2042 guidelines. The program is divided into five sessions. The first session is a one week...
orientation to the program held at San Diego State University. The second session, the summer session, begins the first Monday in July in Querétaro, Mexico. Candidates take one month of intensive Spanish language, and Spanish for Educators. August begins the fall semester when a full load of coursework takes place in Spanish. In addition, one course is taught in Querétaro by a CSU faculty member (PLC 931, Reading methods). Also, during the fall semester, candidates participate in once a week observations in various private schools in Queretaro (PLC 961). In the winter session (January), candidates take a course in Language Arts methods (PLC 932), again taught by a CSU faculty member in residence. The spring semester begins the first week in February and focuses on student teaching for five weeks in public schools in Querétaro (PLC 961). A course in parent communication and a one unit core class in technology is also taken during this time within the student teaching seminar (PLC 960). The Mexico experience culminates in a three week Internado (Indigenous) experience outside of Querétaro, where candidates live with students from the Escuela Normal, collaborate on lesson planning and complete 2-3 weeks of student teaching in rural schools. They then return to SDSU the second week in April where they take additional courses in California frameworks (PLC 686), ELD/SDAIE methods (PLC 915A), a student teaching seminar (PLC 960) and 10 weeks of student teaching in bilingual & ELD classrooms (PLC 962). During this final session, roughly from April 8-June 29, they develop and complete their professional portfolio (PLC 901), complete their TPA tasks, and take the RICA.

**B/CLAD Single Subject Credential Program**

**Prerequisite coursework**

BCLAD Single Subject candidates complete all standard prerequisites that are currently in the SDSU catalog. Also, candidates are required to complete courses treating language structure (LI 420), multicultural education (ED 451), Foundations of Multilingual Education (PLC 401) and The Secondary School and Bilingual Education (PLC 400). All prerequisite courses are three unit classes.

**Credential Coursework**

The BCLAD Single Subject program includes coursework in psychological and social foundations of teaching in the bilingual context (PLC 924 and 954). In addition, candidates take methods courses in their academic discipline (TE 914), Adolescent discourse/language acquisition (PLC 953), ELD/SDAIE methods (PLC 915B), Reading/Language Arts Methods and two semesters of the student teaching seminar (PLC 903) in addition to two semesters of student teaching. In the first semester candidates teach one period per day, while in the second semester they teach three periods per day. Their prerequisite courses include a foundations course in language (LI 420), bilingual teaching (PLC 401), multicultural education (ED 451) and an introduction to secondary schools (PLC 400). The normal course sequence is as follows:
<table>
<thead>
<tr>
<th>Prerequisite Courses</th>
<th>Course #</th>
<th>Title</th>
<th>Units</th>
<th>Standard</th>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>LI 420</td>
<td>Linguistics &amp; English</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1-4; 6-9, 12-15</td>
<td></td>
</tr>
<tr>
<td>PLC 400</td>
<td>The Secondary School &amp; Bilingual Education</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1-16</td>
<td></td>
</tr>
<tr>
<td>PLC 401</td>
<td>Multilingual Education in Democratic Schooling</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1, 3, 7, 15-16</td>
<td></td>
</tr>
<tr>
<td>ED 451</td>
<td>Intro to Multicultural Education</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>8, 14-16</td>
<td></td>
</tr>
<tr>
<td>HEAL1</td>
<td>Health for Teachers</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BCLAD Single Subject Credential Courses</th>
<th>Course #</th>
<th>Title</th>
<th>Units</th>
<th>Standard</th>
<th>TPEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLC 953</td>
<td>Lang issues in Secondary Schools</td>
<td>3</td>
<td>1, 3-14</td>
<td>1, 3, 7, 8, 13</td>
<td></td>
</tr>
<tr>
<td>PLC 915B</td>
<td>Tchg &amp; Learning: ELD/SDAIE</td>
<td>3</td>
<td>1, 3-14</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>TE 914</td>
<td>Teaching and Learning in the Content area: Major</td>
<td>3</td>
<td>1, 3-14</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>PLC 924</td>
<td>Beh &amp; Psych Aspects of Tchg</td>
<td>3</td>
<td>1, 3-6; 10-12</td>
<td>2-8; 14-15</td>
<td></td>
</tr>
<tr>
<td>PLC 933</td>
<td>Tchg Reading in Secondary School</td>
<td>3</td>
<td>7*1, 3-15, 17-18</td>
<td>1-10; 14-15</td>
<td></td>
</tr>
<tr>
<td>PLC 954</td>
<td>Classroom Org For Dem School</td>
<td>3</td>
<td>1, 3-15, 17-18</td>
<td>1, 5-10, 14-15</td>
<td></td>
</tr>
<tr>
<td>PLC 963</td>
<td>Stud Tchg I</td>
<td>3-4 units</td>
<td>15-18</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>PLC 964</td>
<td>Stud Tchg II</td>
<td>9-12 units</td>
<td>15-18</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>PLC 903</td>
<td>Stud Tchg Seminar</td>
<td>2-4 units</td>
<td>1, 15, 17-18,</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>SPED 450/496</td>
<td>Special needs</td>
<td>2 units</td>
<td>14</td>
<td>1-15</td>
<td></td>
</tr>
<tr>
<td>ED TECH 470</td>
<td>Intro Tech</td>
<td>3 units</td>
<td>9</td>
<td>1-15</td>
<td></td>
</tr>
</tbody>
</table>

Enhanced Content for B/CLAD Multiple and Single Subjects Program
In addition to the foundation provided by prerequisites, candidates for the B/CLAD credential receive enhanced theoretical and pedagogical content knowledge within the year of professional study in the College of Education. This is accomplished through the infusion of bilingual and English language development (ELD) strategies and Specially Designed Academic Instruction (SDAIE) methodologies into core methods.
classes. The specific content infused into methods courses deepens the understanding of the process of language structure, learning and acquisition, the theories of bilingualism and bi-cognition, including transfer of learning, and the use of language, culture and assessment. These are not separate entities nor all inclusive, but illustrate approaches that may be integrated into classrooms with English Learners.

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.*

All methods courses use the California content standards and frameworks as a basis for developing curriculum, lesson plans and pedagogical strategies (see required texts for PLC 910-915). PLC 923 and PLC 924 specifically, and all courses in general speak to the development of our diverse student population. Teacher candidates discuss ethical, social, personal and physical issues that may be relevant to their students. Through access to California Department of Education websites, various public listservs and other resources, candidates stay current regarding current issues in California which may affect the schools and classrooms of the state.

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.*

The Policy Studies Department have correlated all syllabi with the Teaching Performance Expectations. All courses and field experiences enable candidates to learn and practice the 16 TPE’s. The course assignment require teacher candidates to think deeply about the scope and importance of the TPEs and to measure their own level of mastery of these performance criteria based on their learning in their teacher education coursework and student teaching experiences. Table I and II under 1 (e) above provide an overview of the TPE’s by program course and Appendix C, Table 2 the seven program components presented under 1 (b).

The TPEs are addressed and practiced throughout the credential program. Specific courses guide the teacher candidates’ in the TPE’s. For the MS BCLAD, candidates are introduced to the TPE’s in PLC 960 Student Teacher seminar each semester. In the second semester the TPE’s candidates’ competency in the TPEs are assessed in PLC 902 Professional Portfolio. For the SS BCLAD, candidates are introduced to the TPE’s in PLC 400 Secondary School and Bilingual Education and assessed in PLC 903 Bilingual Teacher Secondary Seminar. In the second semester courses the teacher candidates document the TPE’s through the professional portfolio. In the Portfolio the candidate will have assignment and products that document how they had mastered each of the 16 categories of TPEs during their program. The Portfolio requires the candidates’ to document the evidence of their achievements and competencies in the Teaching Performance Expectations and the four tasks under the Teacher Performance
Assessment. The Portfolio includes lesson plans based on the content standards, student work, case studies and analyses of assessment instruments, evidence of use of realia and graphic organizers, and anecdotal records about students.

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.

As indicated throughout Standards 15-19 of this document, candidates' are provided with course work to provide them with the experiences and skills needed to demonstrate competence in the four TPA’s (see Standard 19). In addition, candidates undertake two student teaching experiences each semester and receive feedback on their student teaching by cooperating teachers and university supervisors throughout (formative) and at the end of each semester (summative) of the program. At the MS level, candidates are placed at the school site with a cooperating teacher for at least 10 weeks each semester. They are expected to take complete control of the classroom for at least two weeks for the whole day. At the SS level, the candidates are placed for a whole semester for school two semesters with a cooperating teacher and are expected to take complete control of four different classes for at least 40 hours. Comprehensive assessment of individual candidates is accomplished through candidate/supervisor conferences and formal evaluations that have been developed to be clear, fair and effective. Both cooperating teachers and university supervisors are coached on the evaluation process with the TPEs by the cohort leader, and/or department faculty. Appendix G “Student Teaching Handbook” for the MS and SS programs respectively provide a comprehensive description of the teaching practice provided to candidates under the supervision of university supervisors and cooperating teacher.

1 (g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate 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.

The development of the skills necessary to teach in the elementary and secondary schools is conceptually organized as having four components: (1) mastery of content knowledge, (2) representations of knowledge, (3) teaching strategies and (4) teaching experience. As indicated under the 1c and 1f standard of this document, candidates' developmentally designed sequence of coursework and field experiences are assessed by cooperating teachers and university supervisors throughout and at the end of each semester of the program, as are their acquisition of knowledge, theory and practice needed for successful teaching. The ability to ensure access to the core curriculum for students of diverse cultural and linguistic backgrounds, is part of these assessments as is the meeting the TPE competencies for the candidates. Candidates who do not meet the standards or are not prepared to take daily responsibility as per the TPEs are recommended for a "No Credit" grade in student teaching. This immediately places such
candidates in a probationary status with an automatic review by the Policy Studies Department Admission and Retention Committees.

During PLC 902 (MS) and PLC 903 (SS), candidates complete a portfolio with examples of their preparation program accomplishments. The Portfolio is guided by the BCLAD Program seven standards and 16 TPE’s and four TPA’s. The form and rubric used by the MS and SS BCLAD program for the summative evaluation is found in Appendix I. A Portfolio showcase is conducted at the end of the final semester and is evaluated by a panel of cooperating teachings, university supervisors, PLC faculty and other educational professionals.
Program 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 postsecondary 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.

Program Elements for Standard 2: Collaboration in Governing the Program

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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.

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.

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.

2 (a-c) Collaboration in the design, quality control and admission practices and all implementation issues.

The Multiple Subjects (MS) and Single Subject (SS) BCLAD preparation programs are organized into cohorts of 20-25 teacher candidates, called “blocks”. Each block has a coordinator responsible for the organization and scheduling of courses, advising and placement of student teachers. Both the MS and the SS programs come under the governance of the department chair, Dr. Alberto Ochoa, the PLC Advisory Committee (see next page), the block coordinator, school district personnel and the department faculty as appropriate.
The MS program coursework is sited in elementary schools, currently in San Diego and Chula Vista School Districts. The SS program is sited on campus for its classes, and the Mexico BCLAD MS program is sited in Querétaro, Mexico for nine months and in Chula Vista and South Bay School Districts for the final three months. The International Programs (IP) Resident Director serves as the block leader while in Mexico, and a designated faculty member at SDSU serves as the block leader in California. See below for student teaching school district sites for all programs.

Collaboration With Local School Districts

San Diego State University has contractual arrangements with the following school districts with regards to the placement of Elementary school student teachers (contracts are on file in the office of the Assistant Dean, College of Education):

**Multiple Subjects:**
- Chula Vista School District
- National City School District
- La Mesa/Spring Valley School District
- Cajon Valley School District
- San Diego Unified School District
- South Bay School District
- San Ysidro School District

**Mexico BCLAD Multiple Subjects**
- Querétaro and Atlacomulco Schools, Mexico
- South Bay School District, San Diego

**Single Subjects:**
- Sweetwater School District
- Grossmont School District
- San Diego Unified School District

Prior to making student teacher placements, the PLC Multiple and Single Subjects Coordinators contact the school district offices where they would like to place student teachers and works with districts and site administrators in selecting cooperating teachers, using PLC guidelines (see Standard 15?). Workshops for cooperating teachers are offered by the PLC Dept, often in conjunction with the School of Teacher Education (STE) and ample opportunity is provided for teacher input at these times. In addition, Cohort Coordinators interact with district personnel, site personnel and classroom teachers regularly to ensure that all are clear about roles and responsibilities and teacher candidates are making appropriate growth and progress.

**Credential Block Advisory Council (2a & b) Collaborative partners**

The B/CLAD credential has an advisory council made up of PLC faculty, public school personnel (teachers and administrators) and parents which meets regularly to deal with issues such as curriculum revisions, program quality control, cooperative arrangements between local school districts and the university, and resource availability. During these meetings specific agendas, and open roundtable formats are used to ensure that every voice is heard. Recent issues have addressed the changes in the teacher...
preparation standards per 2042 and how they will impact student teachers, the schools, school personnel and PLC in the preparation program.

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.

One PLC faculty member attends all Liberal Studies Advisory meetings and provides input from our department and brings news of changes to our department for MS. In addition, informal meetings are between the PLC department chair, and/or block coordinators and the SDSU Liberal Studies Advisor regarding coursework issues and portfolio requirements. The Liberal Studies portfolio documents the principals, values and practice that are contained in the Liberal Studies major courses, and its completion and acceptance are required for the B.A. in Liberal Studies and provide the knowledge base which is translated into practice during the credential program.

Single subjects candidates are advised at SDSU by their academic major advisors, prior to applying to the PLC Department. The Single Subjects Coordinator remains in regular contact with these advisors when needed to negotiate additional requirements of prospective candidates and to help determine when candidates will need to take the PRAXIS examination rather than complete the waiver program. As with the MS program, the knowledge based demonstrated either through the waiver program or the PRAXIS exam is then translated into practice within the credential program.

**Mexico BCLAD**

Candidates who enter the Mexico BCLAD program may come from eight different CSUs who are part of the International Teacher Education Council (ITEC) consortium. These campuses include CSU Bakersfield, Fresno, Fullerton, Hayward, Long Beach, Sacramento, San Bernardino and San Diego. Each campus is responsible for ensuring that they maintain close contact with the undergraduate programs on their campuses and that candidates meet all prerequisites for their campus prior to entering the Mexico program.

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 fieldwork 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.
The BCLAD Multiple Subjects cohorts are housed at school sites, currently in the San Diego and the Chula Vista School districts. Consequently the opportunity to have significant interactions with school personnel, including both cooperating teachers and the principal are a day to day routine. The Single Subject program is housed on campus, but the program coordinator is in regular contact with district personnel. In addition, within the PLC Advisory Panel the PLC Department has established long term relationships with significant partners in the schools. The Advisory Panel (see Appendix F) represents individuals from the San Diego County Office of Education, parents, personnel directors, assistant superintendents, principals and classroom teachers and represent a variety of school districts.

At Parkview Elementary in Chula Vista, our partnership is long standing. There is a designated classroom for the exclusive use of the cohort on site. Candidates observe classrooms and participate in staff development held for the school faculty. In addition, the cohort coordinator meets regularly with the principal, and there is an interchange of ideas. The principal may be asked to meet with the students, and the coordinator may provide assistance to the school faculty. There is a great deal of interaction between the cohort coordinator, the candidates, the site faculty and principal.

The partnership in San Diego Unified at Rosa Parks Elementary (part of the City Heights Pilot) is more recent. The BCLAD cohort at Rosa Parks is combined for much of their coursework with a CLAD cohort and there is much exchange among the candidates. Faculty from both program provide the coursework, as well as interact with the site faculty and staff.

Following are some of the other partnerships in which the Policy Studies Department has participated (see all Standard 16).

1. In partnership with Chula Vista Elementary School District, a career ladder program involving over 60 instructional assistants receive support in completing their BA degree and enter the fifth year BCLAD program.

2. To improve the quality of instructional biliteracy, engineers from Mexico are being supported to acquire a BCLAD credential in the area of math and teach in the secondary schools of Sweetwater UHSD.
3. For twenty-four years, the Department has addressed the preparation of Bilingual Single and Multiple Subjects teachers seeking a bilingual credential in partnership with school districts to provide relevant and effective instruction in K-12 settings for ethnolinguistic children to enter a high-tech and ethnically and linguistically diverse world.

The following are two international partnerships in which the department participates:

1. To incorporate the concept of an international educational experience into the preparation of bilingual teachers, the CSU Querétaro MS BCLAD program trains candidates in a bilingual cross-cultural context to become MS BCLAD teachers. San Diego State serves as the California site for the program which is run with a formal agreement between the CSU International Programs office and the Secretary of Education for the state of Querétaro, Mexico. CSU candidates from eight participating campuses study in Mexico for nine months and in San Diego for 10 weeks.

2. To provide another diverse international educational experience outside the U.S. a preservice and inservice summer institute in biliteracy studies has been developed in Avila, Spain.

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.

Currently there are few BTSA (Beginning Teacher Support Assistance) programs in the schools in which our teacher candidates conduct their student teaching. BTSA provides a mentoring system, along with group session to support new teachers. Wherever possible, these opportunities for interaction are utilized by our candidates and recent graduates. The PLC Department will be taking an active role in the establishment of the 2042 Induction program as guidelines becomes available (the model was just approved at the March, 2002 State Board of Education meeting). In addition, one of the PLC Faculty has completed training for INTASC and another has been a leader for BTSA programs.
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.

Sufficient resources are allocated to the preparation program by the PLC Department and the College of Education in general (see Common Standard 2). Faculty in the PLC Department frequently interact, advise and make in kind contributions to the participating schools. See 2 (e) for some of these collaborations.
Program 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.

Program Elements for Standard 3: Relationships Between Theory and Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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 first major program goal of the PLC BCLAD program is to bridge the gap between theory and practice for prospective teachers. As mentioned in Standard 1, the B/CLAD program philosophy is based on the principles of a pedagogy of empowerment that views all K-12 students from an educational benefits model. The educational benefits model values and integrates the language, culture and social context of the student into the school curricula giving equal status to home, community, and school experiences. In addition, this program is based on the belief that all students want to self-actualize, that students, if properly nurtured, have high expectations of themselves to realize their potential.

The equal benefits perspective calls for B/CLAD coursework to emphasize readings from a variety of educational perspectives, enables candidates to acquire a knowledge base, application and analysis skills, to incorporate sociocultural factors, language characteristics, multicultural experiences, and learning acquisition modalities in building, enhancing, evaluating and nurturing the cognitive and affective development of all students, and specifically the ethnically and linguistically diverse student. It is expected that our teacher candidates will model the behaviors that they wish the students to acquire, those of the educated person, including the reflective practitioner, the facilitator of critical inquiry, the cultural mediator, the educator that is linked with the school community, the person who continues to grow both emotionally and intellectually and instills such desires in students. This can only happen if the program promotes the interaction of theory and practice. (TPE 6)
As an example, in PLC 953 (Language Development in the Secondary School), the ESL Standards developed by TESOL (Teachers of English to Speakers of Other Languages) are theoretically aligned with language development practice as integrated communication in a variety of situations and as a constructivist process.

**Foundational issues and relationship to professional practice**

All courses in the BCLAD Single & Multiple Subjects programs provide a theoretical foundation for the subjects taught. In the prerequisite courses, PLC 401 and ED 451, foundations of bilingual education and multicultural education form the grounds for developing linguistically and culturally sensitive curriculum. The prerequisite courses in linguistics (LI 420 for both MS and SS), and LI 452 for MS) provide the language base for bilingual teaching methodologies. In all of these courses, theories and concepts are applied to classroom settings. These prerequisite foundations are then translated into practice as the candidates take their methods courses and begin their practice teaching. The Student Teaching Seminar (PLC 960/MS; PLC 903/SS) provides a forum each semester to fully articulate these connections.

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*

Theories of human learning and cognition as they relate specifically to first and second language learners are treated first in the prerequisite courses, LI 420 (Linguistics and English), LI 452 (Language Acquisition), PLC 401 (Foundations of Multilingual Education) and ED 451, (Introduction to Multicultural Education). Language Acquisition (LI 452) for MS focuses on theories of first and second language acquisition as they relate to students. In addition LI 550 and PLC 915 specifically address theories of English language development for students (Brown, 2000, Peregoy & Boyle, 2001, Baker (2001).

Within the program, theories and principals of human learning and cognition are primarily taught for MS in PLC 923 and for SS in PLC 924 (Psychological Foundations). They also are embedded throughout the curriculum. Key theories covered in PLC 923 and 924 include those of Piaget, Vygotsky, and others. Fieldwork and course assignments ensure that the candidate reflects and articulates the key theories and issues raised within these courses and applies them to practice. In addition, SS candidates take PLC 953 which addresses language development of adolescents and PLC 915B addresses methods for teaching ELD and SDAIE. (TPE 7, 8)

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**

Coursework in both the MS and SS BCLAD programs are based on the components (pp p.3-4) and principals (p.4 and p.27) of reflective practice developed by the PLC
Department and outlined in Standard I. In addition, all coursework, and the culminating portfolio address the California Standards for the Teaching Profession (CSTP) and the TPEs. To that end, all coursework in the MS and SS programs address curriculum and instruction and all the methods classes in addition address assessment issues within a democratic schooling and reflective frame (Miramontes, Nadeau & Commins, 1997; Skutnabb-Kangas, 2000; Wink, 2000). All coursework and fieldwork also take into account the seven domains of the TPEs (making subject matter comprehensible, assessing student learning, engaging & supporting students in learning, planning instruction and designing learning experiences for students, creating and maintaining effective environments for student learning, developing as a professional educator, and developing as a democratic educator) and use them as an integral part of classroom discussion. Language assessment is particularly addressed in the reading/language arts methods courses (PLC 931 & 932, MS; PLC 933, SS) and in the ELD/SDAIE methods course (PLC 915A/B and LI 550). These courses are all based on a variety of theoretical principles which are well documented in the field and provide both an historical and current context for education (see appropriate sections in the bibliography).

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

As mentioned in 3 (c) one of the basic components (#7, p.4) upon which the BCLAD programs were created, is reflective practice. While the Student Teaching Seminar (PLC 960/MS; PLC 903/SS) is the specific venue for such discussions, all of the methods courses prepare candidates to make informed decisions about the best way to approach a student and the content of the lesson (Miramontes, Nadeau & Commins, 1997). All coursework includes discussion and small group work providing ample opportunity for candidate reflection. University supervisors also set up structured reflection segments to the coaching process, e.g. beginning the observation sequence with self reflection.

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).

Since no two students learn in exactly the same way, and since candidates can expect in both their practice teaching and in their future classrooms to be in situations that call for eclectic methods, the broader range of models of good teaching that the candidates are exposed to will only help to better prepare them. For these reasons, no single “right way” is taught in any of the preparation program coursework, nor is it advocated by faculty or field supervisors. The department supports candidates being exposed in all coursework to a wide variety of instructional models and methodologies and teaching strategies so as to best meet the needs of the very diverse student population our candidates will be teaching, each reflecting an educational benefits model with reflective teaching as its core (TPE E).
Program 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.

Program Elements for Standard 4: Pedagogical Thought and Reflective Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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.

As described in Standard 1, BCLAD candidates are intended to become reflective practitioners who integrate four principles aligned with the core philosophical components of the program. Candidates draw on these principals when determining appropriate teaching alternatives. These serve to guide the learning process for their students:

1. While students have different cultural and linguistic backgrounds, learning for all students involves four basic processes -- experience, reflection, conceptualization, and affirmation of reality -- and all educational activities should contain elements of each.
2. Students learn more easily in situations of mutual respect, cooperation, and trust. The affective aspects of individuals should not be divorced from their intellectual and cognitive growth.
3. Students learn when they have intrinsic motivation, i.e. when the subject matter is immediately relevant to their existence and they set their own goals and actively participate in decision making in the learning environment. In such activities, they are the subjects of the learning process.
4. Transformational learning occurs when students’ learning is interactive with the environment and society in meaningful ways.
5. 
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.

Course structure throughout the program includes readings, classroom discussions and activities which utilize the model described above. Classes include readings of current theory of bilingual education (e.g. Baker, 2000; Cloud, Genesee & Hamayan, 2000; Crawford, 1999; Diaz-Rico & Weed, 2002; Faltis and Hudelson, 1998; Lessow-Hurley, 2000), of instruction in literacy in the first and second language (Peregoy & Boyle, 2001; Pérez & Torres-Guzmán, 1996) and other relevant areas. Websites are used to enhance the recency of state of the art models and methods. Websites are also used to inform candidates about current standards and assessment models and are cause for classroom discussion, projects and reflection. The candidates’ Portfolio is another source of documentation for reflection. Specific courses which deal with these areas include PLC 401 which introduces candidates to bilingual program models in California schools. The political issues confronting these, the Structured English Immersion (SEI) models, literacy approaches and standards-based learning are all discussed in the student teaching seminar and in other classes as appropriate. Candidates further explore these issues as they observe and complete practice teaching in San Diego classrooms and reflect on their experiences.

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.

In the case of Liberal Studies majors, the program portfolio builds on candidates’ undergraduate portfolios. Candidates are able to see their own growth and development regarding content area knowledge, pedagogical theories and methods and the principles upon which they are based. Candidates in both single and multiple subjects program are required to reflect in writing on these principles and their own interpretation of them as they may affect their teaching and learning. Also, the student teaching seminar encourages this practice (PLC 960/MS, 903/SS). PLC 902, Portfolio further emphasizes this reflection for MS and in PLC 903 for secondary.

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.

As mentioned in Standard 1 (d) all methods courses use the California adopted content standards and frameworks as a basis for developing curriculum, lesson plans and
pedagogical strategies (see required texts for PLC 910-915). ED 451 (Introduction to Multicultural Education) and PLC 401 (Foundation of Multilingual Education) in the prerequisites, and PLC 923/MS and PLC 924/SS particularly in the credential program, and all courses in general speak to the development of our diverse student population. Candidates discuss ethical, social, cultural, linguistics, personal and physical issues that may be relevant to their students (TPEs 5-8; 10-16). Through access to California Department of Education websites, various public listservs and other resources, candidates stay current regarding issues affecting the economy and sociocultural nature of California and how that may affect the schools and classrooms of the state. (TPE 1)

**Mexico BCLAD**

Website access to standards and frameworks is particularly important to the candidates in the Mexico BCLAD program who use the websites while in Mexico to access these standards prior to returning for the California portion of their preparation program. In addition, they become familiar with Mexican standards and curriculum and make informed comparisons between the two systems. Since many of the students of Mexican origin who are in San Diego County schools, come from a system similar to or the same as the ones these candidates experience, the candidates develop special expertise to make the connections for their students.

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 has been discussed elsewhere in this document, no two students are alike, even if they come from similar socioeconomic, linguistic and cultural backgrounds. It is imperative that candidates are able to look at multiple sources of information and a variety of methods when making pedagogical decisions. This also means that such decisions should never be made based on a single form of assessment (information), whether it be classroom observation or standardized tests nor should candidates rely on one approach to learning. All methods courses address methods of multiple assessment within the discipline. The Educational Psychology courses (PLC 923/MS; PLC 924/SS) discuss this from a human development perspective. TPEs 2 and 3 provide the guidelines to ensure candidates are very knowledgeable in these areas.
Program 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 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 Assembly Bill 537, Chapter 587, Statutes of 1999\(^2\), 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.

Program Elements for Standard 5: Equity, Diversity and Access to the Core Curriculum

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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.

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.

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.

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.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse

---

\(^2\) See Appendix B for full text of the law.
students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

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.

Prerequisite courses, ED 451, PLC 401, and LI 452/MS and courses in the preservice program, PLC 923/MS, 924/SS, and PLC 953/SS, and SPED 450 provide candidates with an understanding of equity issues, which include ethnicity, gender, socio-economic status, and handicapping conditions. Equity issues are addressed from a legal, philosophical and pedagogical perspective. Knowledge of the following concepts helps establish a foundation from which to address equity issues: teacher expectations; deficit vs. empowerment models; segregation; equal access vs. equal opportunity; and equal treatment and outcomes (Nieto, 1992, Banks, 1995). This foundation in equity and diversity issues is infused into all of the methods courses and curriculum is developed from it.

For example, ED 451 (Introduction to Multicultural Education) presents legal, ethical and pedagogical issues related to the education of students from a variety of cultural, socio-economic and ethnic backgrounds. Equity issues related to gender are also presented in this course. The course focuses upon preparing teachers for the social, political, and economic realities that are found in a culturally diverse society and global community. The philosophical orientation of the class views multicultural education as a continuous assessment process creating an environment which will be responsive to the integrity of individuals and the plurality of society. The course includes experiences which center upon the following components:

1) development of skills which foster an active participatory citizenry evaluating issues of racism, sexism, and economic exploitation;
2) cultivation of the ability to use values clarification and decision making skills;
3) examination of diverse cultures and cross-communication styles;
4) review of linguistic variations and preparation for learning style differences in curriculum and instruction; and
5) examination of school policies and practices that create disproportionate representation of minority populations in "deficit" categories and recommendations for change based upon the underlying belief in the success of all students.

Discussion of legal issues related to equity are also included in the student teaching seminar (PLC 960). Equity issues from a pedagogical perspective are infused throughout the preservice curriculum in all classes in the form of instructional strategies designed to promote equity.

PLC 915A/B speaks to the linguistic diversity of students and how to prepare them to access the core curriculum in English. The methods courses address accessing
the core curriculum in both English and another language and how to transfer that knowledge to the core curriculum.

SPED 450 speaks to issues of handicapping conditions (see Standard 14 for more specifics).

Candidates are expected to apply the principles learned in these courses in their student teaching. Cooperating teachers and University supervisors are responsible to assist student teachers in making this application.

Coursework preparation prior to the credential year

In addition to PLC 451, academic majors preparing to be elementary or secondary teachers take at least one course in ethnic studies as part of the General Education requirement (see SDSU General Catalog). This general education requirement can be satisfied by taking either His. 422 (Southeast Asian and Filipino Experience in America), Soc. 455 (Asian American Communities), or an approved course from Afro-American, American Indian, Mexican American, or Women's Studies. Other ethnic studies courses may be part of the major as either requirements or electives (see SDSU General Catalog).

Foundation background which prepares candidates to address equity issues is provided in PLC 401/MS & SS (Introduction to Multilingual Education), Linguistics 420/MS & SS (Linguistics and English), LI 550 or PLC 915A/MS (Methods of Teaching: English Language Development & Specially Designed Academic Instruction in English) and LI 452/MS (Language Acquisition). These are required as prerequisites to the B/CLAD program. These courses deal with bilingualism, first and second language acquisition and variation as well as foundation and strategies for English Language Development. The linguistics courses also prepare candidates for the reading and language arts methods courses to come later. In addition, ED 451 has been instituted as a prerequisite for all entering credential candidates to the College of Education (COE), and for the B/CLAD credential.

Teaching strategies and language development models for working with ethnically and linguistically diverse students are included as a focus in the B/CLAD program through the reading and language arts methods courses (PLC 931/32/MS; 933/SS). Other methods courses (e.g., PLC 910-12) present teaching strategies, such as cooperative learning, which are appropriate for crosscultural student populations.

Experience in Crosscultural Settings

Since all schools where BCLAD candidates are placed have significant numbers of students whose native languages are other than English, or who represent different cultures, our student teachers are given at least two semesters of first-hand experience in working with linguistically and culturally different students. Also, middle-class, suburban schools in San Diego have busing programs which bring in students from a variety of language and cultural backgrounds. Even in these suburban schools, therefore, student teachers work with diverse populations. B/CLAD candidates are placed in at least one student teaching setting where the language of instruction is Spanish.
Mexico BCLAD
In addition to the varied settings described above, Mexico BCLAD candidates have the opportunity to work with students from rural areas who often have one of the 64 indigenous languages of Mexico. Candidates spend one week in the fall in a rural setting with indigenous students, observing and working in small groups, and three weeks in the spring student teaching segment in Atlacomulco, another rural area.

Category B

Preparation to Teach Curriculum
To All Students in California Schools

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

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.

Program Elements for Standard 6: Opportunities to Learn, Practice and Reflect on Teaching

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Through coursework requirements, candidates are continually assessed as to their progress towards becoming a teacher. These may take the form of reflective journals, lesson plans, quizzes and examinations, action research projects, article reviews, etc. (see course syllabi cover sheets in Appendix D for alignment to TPEs, and Appendix C for course alignment with outcomes). Candidates also develop and maintain a program portfolio throughout the credential year, which is reflective in nature and demonstrates the candidates ability to apply coursework to pedagogical practice. While the final
portfolio, presented at an evaluative showcase at the end of the credential program, is summative in nature, during the program the portfolio is continually updated, reviewed and approved by various faculty. The portfolio itself will cross reference the TPEs to ensure that these are all addressed both directly by the student and by the faculty responsible for any one area and significant portions of the portfolio will address TPA Tasks 1-4. See Appendix I Portfolio Showcase and Exit Assessment.

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.

As described in Standard 1, the BCLAD Multiple and Single Subjects credential programs were created with an overarching framework which is carefully developed, reviewed and revised to ensure that the candidate receives a coherent, interconnected preparation for pedagogical practice. Each course in the program clearly identifies in its syllabus which TPEs are being addressed (see syllabi cover sheets in Appendix D), and most occur through several courses providing ample opportunity for completion (see Appendix C correlating courses with TPEs).

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.

The TPEs are presented to the candidates in a variety of formats. Initially, at the MS and SS BCLAD Program Orientation (before the beginning of the academic year) candidates are presented with a description of the 16 TPEs. Secondly, the program MS and SS BCLAD Student Teaching Handbook provides the TPEs and the evaluation forms to assess their progress in meetings the TPEs and TPAs (see Appendix G). Thirdly, the candidates review the TPEs in their first and second semester Student Teaching Seminar (PLC 960 for MS and PLC 954 & 903 for SS). Fourthly, every course provides the candidates with the selected TPEs emphasized under each course.

All coursework uses the TPEs and TPAs to guide the assessment process. This is an ongoing, multiple dimensional and coherent approach to ensure that candidates have many opportunities to demonstrate their knowledge of theory and ability to translate this into practice. Each course in the program assesses the candidates’ accomplishments through a variety of formats, e.g. journals, lesson plans, reflections, to ensure that candidates are prepared through the TPEs to successfully complete the TPAs (see syllabi in Appendix D for requirements and outcomes, Appendix C for correlations).

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.
As described above, the candidate portfolio provides a venue to demonstrate the continued growth and development of the candidate, as such it provides for both formative and summative evaluation by the cohort coordinator, faculty members, and the candidates themselves. In addition, other assessments are part of program coursework and are reviewed, graded and feedback is given to the candidates. All coursework and field experiences are evaluated using multiple measures. These are tied via standards and frameworks, the TPEs and the portfolio to ensure that candidates have a broad range of teaching competence and will meet the TPA requirements.

Candidates are also required in each of their methods courses to demonstrate competence in the use of various learner-centered pedagogical strategies for bilingual and non-bilingual students (see Appendix D Course Syllabi).

Peer teaching and curriculum development (lesson planning in collaborative teams) are key components of the PLC 960 and PLC 910-912 methods courses. These assignments have a cyclical reflection and evaluation component built-in that involves the faculty and candidates in a peer group critique of each others projects/lessons/thematic units. After the critiques, each person/team revise their lessons/thematic units/projects and are submitted for final evaluation (see Appendix I).

The Student Teaching Handbook for the MS and SS BCLAD Programs (Appendix G and I) provides forms for guiding and assessing early peer-teaching and the progress of candidates as they complete their teaching assignments and the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Specifically, sample lesson plans are provided, as well as the form used by cooperating teachers and supervisors to assess the teaching practice of candidates. The forms are used to provide feedback to the candidates on their developmental skills as teachers in addressing the 16 TPEs.
Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing, and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Reading and language arts methods courses at SDSU are central to teacher preparation efforts and exceed state requirements in all programs. Throughout their credential work, BCLAD teacher candidates consider literacy issues across disciplines, languages, cultures, and ethnic groups. In concert with California standards, the goal of SDSU reading instruction is to develop competent, thoughtful readers who are able to use, interpret and appreciate all types of texts. Because beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment, SDSU reading/language arts methods courses are designed to reflect knowledge of state and local reading standards for different grade levels and present a comprehensive reading curriculum that is sensitive to the needs of all students. Accordingly, competence in the four domains of the RICA, listed below, is emphasized in our programs: (1) Domain I Planning and Organizing Reading Instruction Based on Ongoing Assessment; (2) Domain II Developing Phonological and Other Linguistic Processes Related to Reading; (3) Domain III Developing Reading Comprehension and Promoting Independent Reading; (4) Domain IV Supporting Reading Through Oral and Written Language Development.
Standard 7-A: Multiple Subjects Reading, Writing, and Related Language Instruction in English

7A (a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a BCLAD Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in listening, speaking, reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, students with varied reading levels and language backgrounds. In PLC 915, methods are presented that are specifically intended to develop the oral language proficiency of English learners. The BCLAD/MS preparation program includes a significant practical experience component in listening, speaking, reading, writing, and other language arts that is connected to the content of coursework and that takes place throughout the program during each candidate’s field experience(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

BCLAD candidates participate in two courses in reading/language arts methods (6 semester units) that are grounded in methodologically sound and rigorous research. One focuses on teaching emergent literacy in Spanish (PLC 931) and the second focuses on teaching English language arts (PLC 932) including oral and written language skills in both the student primary language and English. Both are accompanied by the appropriate field experiences and/or student teaching assignments.

Candidates in the MS BCLAD are prepared to provide a comprehensive, systematic program of instruction to students, including the following elements:

1. Knowledge of and experience in planning instruction using the ELD, English and Spanish Language Arts Standards and Reading/Language Arts Framework. The framework and content standards are foundational to all reading/language arts
instruction and students are required to plan instructional sequences that align standards to valid, reliable assessment and to the reading/language arts curriculum.

2. Knowledge of instructional programs (e.g., ELD, Bilingual, and SED) including exposure to instructional programs adopted by the State Board of Education for use in California public schools.

3. Knowledge of beginning reading and oral skills, including concepts about print, phonemic awareness, phonics, sight words, automaticity, and fluency.

4. Knowledge of reading comprehension strategies, including strategies for teaching English language learners and students experiencing reading difficulties. Comprehension skills include (but are not limited to) academic language, text structures, vocabulary, grammar and syntax, and comprehension monitoring.

5. Knowledge and experience with a variety of genres of literature and expository texts, including materials that reflect cultural diversity and ways to plan instruction in these areas for both teacher-supported and independent reading contexts.

6. Knowledge and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences, both orally and in writing.

7. Instruction and experiences in promoting the use of oral language in a variety of formal and informal settings.

8. Instruction and experience in writing instruction, including process writing (pre-writing, drafting, revising, editing, publishing), skills and craft lessons, and assessment strategies for writing.

9. Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including: phonemic awareness, direct systematic, explicit phonics, decoding skills (spelling patterns, sound/symbol codes (orthography) and extensive practice in reading and writing connected text.

10. Knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

11. Knowledge of the phonological/morphological structure of the English language and methodologically sound and rigorous research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component, strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

Course syllabi reflect the use of multiple textbooks for student instruction. The reading/language arts methods coursework employs texts and instructional sequences that
require students to read deeply and plan instruction around comprehension strategies such as story grammar, Question and Answer Relationships (QAR), Reciprocal Teaching, summarizing and note taking, writing in response to reading in journals, vocabulary and concept development activities, graphic organizers and other semantic mapping strategies and text structures. The instructional sequence is divided over two semesters, the first focusing on Spanish reading and the second on English language arts.

Texts and instructional sequences require students to plan and teach lessons using these and other comprehension strategies. Students learn about and apply lesson planning for reading comprehension to students with varied reading levels, to English language learners and to speakers of English. Teacher candidates are asked to adapt learning contexts to stimulate and extend the proficiency of all students. Differentiation of instruction is based upon ongoing assessment to guide BCLAD candidates in making professional judgments about students’ needs in order that they will meet state standards.

Teacher candidates learn how to use children’s literature (including non-fiction) for extending students’ reading skills, independent reading, and literary analysis skills. Teacher Candidates read children’s literature and learn instructional techniques for supporting and developing students’ comprehension.

Oral language development is basic to literacy, and BCLAD candidates learn about the development of the Spanish and English language, different dialects and registers, and provide instructional sequences in which oral language production is supported and assessed. Coursework in reading/language arts focuses also on issues such as cross-linguistic transfer that affects the development of English.

The reading/language arts methods courses articulate writing instruction for all learners, including reading and writing workshop instruction, process writing instruction, craft and skill writing instruction, and ways to assess the students’ progress in writing development in various writing genre, such as narratives, informational, compare and contrast, essay development, and expository writing. Writing instruction for Teacher candidates includes assessment of writing to guide writing instruction for all students, including students whose heritage language is not English.

Each instructor provides texts and instructional sequences for the reading/language arts methods courses that are based on methodologically sound and rigorous research. Instructors plan a sequence of instructional activities that provides application of coursework information in diverse settings with the cohort leader and school representatives.

Furthermore, in the preparation of MS BCLAD teachers four courses guide the candidate’s development to work with English Learners: PLC 401 Foundations of Multilingual Education, LI 420 Linguistics & English, LI 452 Child Language Acquisition, and PLC 915 Teaching and Learning: ELD/Specially Designed Academic Instruction in English. PLC 401 and LI 420 serve as the foundation courses for addressing first and second language development (see Appendix D Syllabi). In these
courses listening and speaking skills for English Learners are presented in terms of their role in first and second language development and their role in the literacy process.

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

- Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making of inferences.
- Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

At SDSU, each instructor in reading language arts courses connects directly with the field experience in at least two ways. First, instructors plan instructional sequences for BCLAD candidates in schools that will allow them to apply knowledge from coursework directly to the classroom. For example, instructors may teach an assessment such as an Informal Reading Inventory, then ask students to perform and score such an assessment in the school, bringing back the results for examination and reflection at the next session of the course. A second way that instructors connect directly with the field experience is through assignments to be completed during student teaching. Assignments are coordinated through the Block so that mentor teachers and supervisors are apprised of the requirements and are able to support the TC and evaluate the outcomes.

BCLAD candidates are instructed in various types of instructional materials, including textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity. Syllabi will reflect the various types of instructional materials and instructional approaches to them. Cultural diversity is an area in which SDSU instructors are particularly strong and employ texts and instructional sequences that provide a thorough grounding in scaffolding/supporting students reading. Strategies for motivation of students to do independent reading are taught and BCLAD candidates are required to provide instructional sequences during fieldwork or student teaching.

Teacher candidates receive instruction in and experience with developing student background knowledge. Teacher candidates learn to connect new knowledge to background knowledge using strategies for conceptual and skills development such as concept mapping, using graphic organizers, and visuals and realia. Vocabulary development is seen as the development of conceptual knowledge and is taught through syntax and structure (e.g. see Words Their Way), as well as directly through concept development lessons.
Reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making of inferences are taught in the reading/language arts courses and are applied in various fieldwork settings.

Teacher candidates receive instruction in and experience in promoting the use of listening, speaking/oral language in a variety of formal and informal settings. For example, informal instructional sequences may occur in small group work with the teacher candidate and more formal instructional sequences may be explicitly taught and assessed by the teacher candidate such as formal oral reports for students using SOLOM (Student Language Observation Matrix). Informal and formal oral language development lessons are developed in courses and applied by the candidates during fieldwork assignments and student teaching assignments. Specifically courses LI 420 (Linguistics & English), PLC 401 (Foundations of Multilingual Education), PLC 915 (Teaching and Learning: ELD/Specially Designed Academic Instruction), PLC 931/932 Skills in Teaching Reading to Bilingual Elementary Students provide strategies for promoting listening and speaking skills for speakers of English and English Learners are presented (see Appendix D Syllabi). Teacher candidates share their experiences in class and feedback is given by the instructor to students to take back to their classrooms and cooperating teachers.

Teacher candidates receive instruction in and experience with writing instruction during reading/language arts coursework. This course of instruction includes writing strategies, writing applications, and written and oral English language conventions. For example, the instructor may use Six-Trait Writing (Spandel, 2000) to provide a foundation for instruction and assessment, including the conventions of English writing. Application of this writing instruction is required in fieldwork assignments and during student teaching.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

The knowledge base that children acquire for developing proficiency in reading begins with sound oral language development in the first language. BCLAD candidates understand this relationship. In addition to this, the candidates learn that an organized, explicit skills program aids children’s development in literacy. This comprehensive program includes multiple features.

Phonemic awareness. Teacher candidates learn to assess and to systematically teach phonemic awareness to emergent readers.

Phonics. Direct explicit phonics skills are taught, including sound/symbol relationships.

Decoding Patterns. The application of phonics skills to decodable texts and other texts are directly and explicitly taught. Spelling patterns and sound/symbol codes (orthography) are systematically and directly taught in coursework.
**Extensive Practice in Reading and Writing.** Teacher candidates learn that students must have varied and extensive practice in applying skills directly in both reading and writing.

Teacher candidates become aware of instructional sequences and stages for this direct instruction and learn to assess the student in order to apply their teaching with greater precision for all learners. Reading/language arts instructors may assign case studies for both English and Spanish speaking students that include assessment of the student and home background, as well as recommendations for instruction.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

Students read deeply and widely about the role of home and community literacy practices in preparation for the students they will meet in their classroom assignments. Course texts, other readings, reports on various ethnic and cultural groups are designed to acquaint students with diverse populations. Teacher candidates learn that they must adapt learning contexts to their students, using their knowledge and professional judgment to design lessons that are relevant to learners and meet multiple needs. In particular, Teacher candidates learn to assess and support the English learner as they make the transition to English literacy and to meet academic content standards.

Reading/language arts coursework stresses the need for ongoing diagnostic strategies to assessing the needs of all learners in the classroom. Classroom based assessments such as Concepts of Print, Running Records, Informal Reading Inventories, Phonemic Awareness tests, phonics and spelling assessments are taught. Teacher candidates apply these assessment strategies to students in their classrooms and bring results back for discussion during class and instructor evaluation. Reading/language arts instructors may assign case studies for both English speaking and English learners that include assessment of the student and home background, as well as recommendations for instruction.

Early interventions (including programs such as Reading Recovery and Success For All) are taught in reading/language arts courses through readings and occasionally through guest speakers. As students learn about readers who struggle, they apply approved strategies under the guidance of the Instructor, student teaching supervisor, or cooperating teachers.

7A(f) 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 children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.
This competency begins in LI 420, which introduces candidates to the formal structure of the English language, including phonology, morphology and syntax. In the methods courses (PLC 931/932), the phonological/morphological structure of the English language is then organized around Domain II – Developing Phonological and Other Linguistic Processes Related to Reading (RICA). In addition, course texts provide information about methodologically sound research on the way in which children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers. Secondary texts, such as *Words Their Way*, provides knowledge about phonological/morphological processes, and provides a program of direct explicit instruction in these areas. Supplementary texts may be used, such as those provided in professional journals and in state publications such as *Read All About It*. Information and articles are also provided by the CSU Center for the Reform of Reading.

Teacher Candidates are required to plan and teach instructional sequences applying their knowledge of the phonological/morphological structure of the English language. Teacher Candidates must use ongoing assessment principles to plan, teach, and assess again to meet the needs of all learners, including English language learners, students with reading difficulties, and students who are proficient readers. This instructional sequence is evaluated by the Instructor, the Student Teacher Supervisor or the Mentor Teacher during student teaching.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program 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 reading and language arts instruction.

Collaboration between faculty, field university supervisors, district personnel and cooperating teachers is an ongoing process. The BCLAD MS program meets with the leadership of the school districts where candidates will be placed (Chula Vista, National Schools, South Bay, San Ysidro, and San Diego City Schools) before the beginning of the program. In the initial meetings the mutual organizational expectations on collaboration are discussed and established. Collaboration issues address the use of school sites, field sites, and cooperating teachers. Program Cohort Leaders are identified and introduced to the school district. Cohort Leaders work with the designated district liaison to identify student teaching placements and cooperating teachers. Once cooperating teachers are identified they are provided with a Student Teacher Handbook that describes all aspects of the program (see Appendix G). University supervisors are identified based on their qualifications (e.g., experience teachers, bilingual, training) and placed at the selected school sites and assigned to candidates to supervise. The university supervisor receives training in how to collaborate with the cooperating teachers and school personnel. Each supervisor is expected to interact and work closely with the cooperating teacher in the monitoring of the candidate’s student teaching experience. At least eight such interactions are documented per semester. In addition, Cohort Leaders
work weekly with faculty to articulate reading and language arts assignments and activities (TPEs and TPAs) with the student teaching experience. These collaborators address specific issues of all language development areas (e.g., listening, speaking, reading and writing both for primary language and for English).

Instructors for the reading/language arts provided by the PLC Department are either tenure line faculty or temporary faculty hired for the specific class. Currently two full time faculty provide the department with expertise in this area. Temporary faculty are hired as needed using a specified hiring protocol and must meet the Department and the University standards for their teaching positions. They are reviewed and evaluated once each year by the Personnel Committee of the PLC Department and chair. A pool of qualified applicants is kept in case of need. BCLAD candidates also evaluate their instructors for the reading/language arts courses and these evaluations are part of the annual review.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods 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.

SDSU exceeds current state requirements for the amount of field experiences that Teacher candidates undergo. Prior to admission to the Multiple Subject teaching preparation program, the candidates must show proof of 60 hours of structured observation in the schools. During the teacher preparation program, students have multiple classroom experiences as a result of their reading/language arts courses. Instructors have Teacher candidates visiting schools to apply various knowledge, skills, and strategies that they have learned in their methods courses in authentic classroom settings.

In addition, each teacher candidate has two student teaching experiences over two semesters of their program. Student teachers are required to demonstrate their competency in delivering systematic comprehensive instruction in reading and related language arts during these two different assignments, one of which is an assignment where beginning reading is taught and there are a significant number of English learners present. BCLAD candidates have one placement where Spanish is used for a significant part of the instruction.

Program cohesion is maintained through the cohort (“block”) arrangement. Program teams for each block meet with the Block Leader, student teacher supervisors, and appropriate school personnel to coordinate assignments and communicate requirements, thereby providing cohesive connections between RICA content specifications, reading methods (and other methods) coursework, and the practical experience components of the program. RICA workshops are held to review the key
content areas and to ensure that all candidates are fully prepared to teach literacy in both English and Spanish.

7A(I) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

SDSU is located in the trans-border area between Mexico and the United States. Virtually every classroom in which a teacher candidate is assigned will feature cultural and linguistic diversity. As mentioned in 7A (h) above, BCLAD candidates are placed in student teaching assignments one of which provides the candidate with extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught in English and/or Spanish. Teacher candidates are required, as a part of the reading/language arts courses, to do case studies on students in their classrooms in order to learn more about the student populations they will encounter. Usually, one of the case studies involves a speaker of a language other than English. Cohort or “Block” Leaders coordinate the student teaching placements with the school district, following specific guidelines for the placements.

7A(j) 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. The program 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 Student Teaching Handbook for the MS (Appendix G) details the expectations in collaboration between the university supervisor and the cooperating teacher. The collaboration process with school personnel, cooperating teachers, university supervisors is described under 7Ag. Cohort Leaders specifically work weekly with faculty and university supervisors to articulate reading and language arts assignments and activities (TPEs and TPAs) with the student teaching experience.

At this time, Cohort (“Block”) leaders have the responsibility for working with school district personnel to both establish guidelines and criteria for the selection of classroom cooperating teachers to supervise candidates during student teaching. Careful communication and collaboration occurs between the Block Leader and the school district personnel at the time of selection of cooperating teachers for placement in settings with model reading instruction.

Communication and cooperation between student teaching supervisors (selected by the university), cooperating teachers (selected by the Block Leader and the school district) and the reading/language arts course instructor (selected by the University and the Block Leader) occur as needed throughout the year. It is during those meetings that course assignments and field experiences are coordinated. This is done to assure
modeling of effective practices in reading and related language arts, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing, and related language instruction (TPEs). As the Teacher Performance Assessment becomes available, SDSU reading faculty will be able to coordinate and communicate the requirements more closely.
Standard 7-B: Single-subject Reading, Writing, and Related Language Instruction in English

The professional 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.

The PLC department’s BCLAD Single Subject professional preparation program provides substantive, research-based instruction that prepares every candidate to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. Reading and language arts are connected throughout the coursework that takes place during each candidate’s field experience(s) and student teaching assignment(s). The BCLAD program places each candidate in a student teaching assignment with a cooperating teacher whose instructional approach and methods in reading are consistent with a comprehensive, systematic program of instruction aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework. Cooperating teachers selected for the student teaching assignments work with university supervisors and reading/language arts method course instructors. There is a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate’s student teaching assignment.

Because literacy instruction in the BCLAD program involves students from Spanish and English speaking backgrounds, teacher candidates also discover that effective literacy instruction for bilingual students requires teachers' awareness of second-language acquisition processes and the cross-linguistic transfer of literacy skills between students' primary and second languages. Knowledge of assessment of oral language proficiency in students' second language and how literacy achievement relates to various levels of proficiency is also important in promoting literacy development. This knowledge is gained through reading/language arts coursework, and implemented in supervised field settings.

Program Elements for Standard 7–B: Single-Subject Reading, Writing, and Related Language Instruction in English

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 candidate 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 languages skills and strategies for English language learners and speakers of English.

For BCLAD SS candidates, the study of reading and language arts methods includes strong preparation for teaching grounded in methodologically sound and rigorous research. Four courses are directly involved with the preparation sequence. The preparation begins with the prerequisite LI 420 course (Linguistics and English) which provides a foundation in phonology (including phonics), morphology and syntax. This course is followed by PLC 953, Language Development in Secondary Schools in the first semester of the program. This course examines the processes of acquiring language in both the first and second language and the effect of adolescence on the process. At the same time, BCLAD SS candidates take PLC 933, Skills in Teaching Reading in to Bilingual Secondary Students. The fourth course, taken in the final semester is PLC 915B: ELD/SDAIE instruction. These four courses provide BCLAD SS candidates with a comprehensive, systematic program of instruction for all students, including the following elements:

1. Knowledge of and experience in planning instruction using the English and Spanish Language Arts Academic Standards for Students and the Reading/Language Arts Framework. The framework and content standards are foundational to all reading/language arts instruction and students are required to plan instructional sequences that align standards to valid, reliable assessment and to the reading/language arts curriculum.

2. Knowledge of instructional programs, including exposure to instructional programs adopted by the State Board of Education for use in California public schools.

3. Knowledge of reading comprehension strategies, particularly in content area reading, including strategies for teaching English language learners in their first language and English, and students experiencing reading difficulties. Comprehension skills include (but are not limited to) academic language, text structures, vocabulary development, structures of written language, grammar and comprehension monitoring via various explicitly taught strategies.

4. Knowledge and experience with a variety of genres of literature and expository texts, including materials that reflect cultural diversity, and ways to plan instruction in these areas for both teacher-supported and independent reading contexts.

5. Knowledge and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

6. Instruction and experiences in promoting the use of oral language in a variety of formal and informal settings.

7. Instruction and experience in writing instruction, including writing processes, skills and craft lessons, genre writing, writing-to-learn, and assessment strategies for writing.
8. Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct systematic, explicit phonics; decoding skills (spelling patterns, sound/symbol codes (orthography); and extensive practice in reading and writing connected text.

9. Knowledge of the roles of home and community literacy practices, as well as instructional uses of ongoing diagnostic strategies that guide teaching and assessment; early intervention techniques in a classroom setting; and guided practice of these techniques.

10. Knowledge of the phonological/morphological structure of the English language and methodologically sound and rigorous research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

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 development the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

Teacher candidates in the reading/language arts methods courses for the BCLAD Single-Subject Teaching Credential read widely and deeply about a rich array of effective strategies and methods for guiding and developing content-based reading and writing skills of their students, including students with varied reading levels and language backgrounds. Instructors in the reading/language arts course for SS Teacher candidates provide textbook readings and require students to plan and teach instructional sequences that focus on strategies for comprehension of content-based reading. Instructors work closely with Teacher candidates to teach the necessity for all content area Teacher candidates to also be teachers of reading.

Course syllabi reflect the use of multiple textbooks for student instruction. The reading/language arts methods coursework employs texts and instructional sequences that require students to read deeply and plan instruction around comprehension strategies such as learning various text structures, Question and Answer Relationships (QAR), Reciprocal Teaching, summarizing and note taking, writing in response to reading, vocabulary and concept development activities, and graphic organizers and other semantic mapping strategies.

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.

The PLC department’s courses in reading and language arts (see description at beginning of 7B) for BCLAD candidates includes instruction and field experiences 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. The courses focus upon the need for BCLAD candidates to understand their role in students’ comprehension of content-area texts.

A strong component of these courses use textbook other readings to teach about background knowledge. Bilingual students come to the classroom with a broad range of experiences, both in their first and second languages. Teacher candidates learn to connect new knowledge to background knowledge using strategies for conceptual and skills development such as concept mapping, graphic organizers, and visuals. Vocabulary development is seen as the development of conceptual knowledge and is taught through concept development lessons. Reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making use of inferences are taught in the courses and are applied in various fieldwork settings. Instructors also provide instruction in and experience with teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns. Knowledge about the structure of the English and Spanish languages, such as the systematic use of root and base words to construct meaning of new words, is taught in LI 420, and PLC 915B and SS BCLAD candidates are required to apply their knowledge through planning and teaching lessons on this topic in PLC 933.

In addition, teacher candidates receive instruction in and experience with promoting the use of oral language in a variety of formal and informal settings. For example, informal instructional sequences may occur in small group work with the teacher candidate and more formal instructional sequences may be explicitly taught and assessed by the teacher candidate such as formal oral reports for students. Informal and formal oral language development lessons are applied by the candidates during fieldwork assignments and student teaching assignments. Specifically courses LI 420 (Linguistics & English) and PLC 401 (Foundations of Multilingual Education) introduce the use of oral language in a variety of settings. The application of oral language in a variety of settings is applied in the assignments under PLC 915 (Teaching and Learning: ELD/Specially Designed Academic Instruction), PLC 953 (Language Issues in Secondary Schools), and PLC 933 Skills in Teaching Reading to Secondary Bilingual Students—see Appendix D Syllabi.
BCLAD Candidates receive instruction in and experience with using diagnostic assessment strategies for individualized content-based reading instruction in PLC 933 and language proficiency assessment in PLC 915B (TPEs 5-6). They learn to administer and score various classroom-based assessments (such as an informal reading inventory) in order to guide their content area reading instruction. They also learn strategies to promote the maintenance of, and the transfer of primary language reading skills into English language reading skills in PLC 933 and PLC 915B. Instruction is given in and experience is providing for promoting the use of English and Spanish oral and written language (in both Spanish and English) in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge. Such instructional experiences may consist of learning to teach students how to access information and organize it for presentation in formal settings. It may also consist of instructional strategies that are intended to promote informal oral discussion, through questioning techniques, and through informal group interactions with the instructor. Teacher candidates are taught various ways to use writing to support and enhance student learning, using journals and other writing venues throughout the learning experiences.

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 disabilities, and students who are proficient readers.

As indicated above, BCLAD SS candidates receive the foundation for the teaching of the phonological/morphological and syntactic structure of the English (and Spanish) language through LI 420, Linguistics and English. This knowledge is applied to the acquisition of the first and second language in PLC 953 (Language Development for Secondary Bilingual Students) and then in PLC 915B (ELD/SDAIE methods) and PLC 933 to the actual methods for teaching ELD and reading/language arts (Skills in Teaching Reading in to Bilingual Secondary Students).

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.

BCLAD faculty who teach the PLC 933, Skills in Teaching Reading in to Bilingual Secondary Students, are either tenure track faculty or temporary faculty hired by the PLC Department. Temporary faculty are hired for the specific class using a specified hiring protocol and must meet the standards established by the PLC Department and by the university for their teaching positions. They are reviewed and evaluated once each year by the department chair. A pool of qualified applicants is kept in case of need. Candidates also evaluate their instructors for the reading/language arts courses and these evaluations are part of the annual review. Reading faculty review the syllabi of adjunct
faculty and lecturers to ensure coordination and consistency of inclusion of core elements across the reading curriculum.

In addition, collaboration between faculty, field university supervisors, district personnel and cooperating teachers is an ongoing process. The BCLAD SS programs meet with the leadership of the school districts where candidates will be placed (Sweetwater Union High School District, Grossmont High School District) before the beginning of the program. In the initial meetings, the mutual organizational expectations on collaboration are discussed and established. Collaboration issues address the use of school sites, field sites, cooperating teachers, the components of the TPEs, and in particular the development of oral and written English modalities. Program Cohort Leaders are identified and introduced to the school district. Cohort Leaders work with the designated district liaison to identify student teaching placements and cooperating teachers. Once cooperating teachers are identified, they are provided with a Student Teacher Handbook that describes all aspects of the program (see Appendix G). University supervisors are identified based on their qualifications (e.g., experience teachers, bilingual, training) and placed at the selected school sites and assigned to candidates to supervise. The university supervisor receives training in how to collaborate with the cooperating teachers and school personnel. Each supervisor is expected to interact and work closely with the cooperating teacher in the monitoring of the candidate’s student teaching experience. At least eight such interactions are documented per semester. In addition, Cohort Leaders work weekly with faculty to articulate reading and language arts assignments and activities (TPEs and TPAs) with the student teaching experience.

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.

The Cohort (“Block”) leader is charged with establishing student teaching assignments in cooperation with school district personnel. Cohesive connections between content reading courses, other related coursework and the practical experience (student teaching) component of the SS program are maintained by the Block Leader and school district personnel. Student Teaching Supervisors are part of the Block Structure and are responsible for assessing the effectiveness of reading instruction of SS Teacher candidates. Student teaching supervisors are selected based on the university’s standards and criteria and the criteria for hiring lecturers adopted by the PLC Department. They participate in workshops that explicitly assist them in aligning their supervision with Frameworks and Content Standards.

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.

Block leaders are responsible for coordinating student placements with school district personnel (cooperating teachers) 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 arts instruction (TPEs). This process will be greatly facilitated by the advent of the Teacher Performance Assessment, which will create new linkages in the Single Subject program to provide for more extensive and careful collaboration among the stakeholders (cooperating teachers, university, and school district).

Cohort Leaders specifically work weekly with reading methods course faculty and university supervisors to articulate reading and language arts assignments and activities (TPEs and TPAs) with the student teaching experience. The Student Teaching Handbook for the SS (Appendix G) details the expectations in collaboration between the university supervisor and the cooperating teacher. The collaboration process with school personnel, cooperating teachers, university supervisors is described under 7Be.
Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

BCLAD Multiple Subjects candidates complete either the Liberal Studies waiver program or the MSAT examination. This provides the foundation for candidates content based knowledge which will be translated into classroom practice.

Building on the foundation completed in the Liberal Studies waiver program, or demonstrated by competence on the MSAT, the MS BCLAD program has specific coursework in the areas of teaching methodologies for math (PLC 910), social studies (PLC 911) and science (912) and reading/language arts methods classes (PLC 931-32). In these courses, state-adopted academic content standards and frameworks are read, discussed and lesson plans are prepared to be implemented in the practice teaching segment of the program. As well, these subject areas are discussed from a theme based perspective which may interweave two or more of these areas, in addition to the arts and physical education as appropriate. Appendix C cross references each of the TPEs with each of these methods courses. As can be clearly seen, all of the TPEs are covered within the courses. In addition, the syllabi coversheets (Appendix D) indicate specifically where the TPE occurs in the syllabus for each course, e.g. objectives, readings, course requirements/outcomes. The TPEs are covered through coursework readings, classroom
discussion, and applied to candidates’ student teaching experiences. University supervisors and cooperating teachers have copies of these TPEs and will use them as part of their evaluation of the student teachers. Also, evidence of the TPEs will be included in the candidate’s portfolio, with cross-references indicated.

Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Through their methods courses BCLAD teacher candidates become aware the instructional sequences and stages for direct instruction and learn to assess the student learning in order to apply their teaching with greater precision for all learners. Methods instructors assign case studies for both English speaking and English language learners that include assessment of the students’ academic skills, language abilities, home background, as well as recommendations for instruction. BCLAD program faculty also meet monthly to discuss program articulation. Issues of how deep candidates acquire state subject-area standards in all of the methods courses will continue to be an ongoing agenda item for discussion and reflection. Semester retreats are also planned to review program curriculum and student TPEs and TPAs growth and development. The Visual and Performing Arts and Physical Education instruction will also be examined to assure pedagogical relevance and preparation.

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

The following concepts are important in the beginning preparation and ongoing professional development of teachers of mathematics. These concepts form the foundation of our mathematics education knowledge base.

1. Mathematical understanding includes a balance of basic skills, conceptual understanding, and problem solving. (NCTM 2000; California Department of Education, 1998; Hiebert and Carpenter, 1992)
2. Teachers must learn to understand their students’ mathematical thinking in order to plan appropriate instruction (Simon, 1995).
3. Teachers must learn to provide opportunities that foster students’ constructing knowledge about mathematics. (Davis, Maher, & Noddings, 1991)
4. Teachers must develop self-confidence in their ability to do and teach mathematics. A positive attitude toward mathematics is essential to motivate students to learn the subject. (Fennema & Hart, 1994; McCleod, 1994)
5. Teachers need to develop pedagogical content knowledge, the intersection between content and pedagogy, in developing their own mathematics teaching skills. (Grouws, 1992; Grouws & Schultz, 1996; Shulman, 1986).


7. Teachers must learn to incorporate appropriate uses of multiple representations (including technology) as a tool to enhance mathematics learning (Kaput, 1992; Kieran, 1993; Thompson, 1989; Winograd & Flores, 1986).

Course faculty (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K - 8) by:

1. Having the student teachers understand that the teacher’s role is to provide children with opportunities to explore mathematics using manipulatives materials and technology, and to help children observe and describe patterns and make generalizations about the mathematics topics and relationships they examine.
2. Using manipulatives (activities) to learn about addition, subtraction, multiplication, division, fraction, decimals, and exploring the process of the above.
3. Taking the state math standards and using them to create instructional activities that teach the elementary students the mathematical process.
4. Creating and presenting model lesson plans that reflect the process of computation, reasoning, problem solving, estimation, and the structure of mathematics.
5. Creating/developing a standard-based mathematics unit of instruction that addresses English learners’ needs, including connections between Spanish terminology and English terminology.

Candidates learn to (2) enable K - 8 students to apply learned skills to novel and increasingly complex problems by:

1. Creating and experiencing problem solving activities and games.
2. Creating and using long term projects that supports student critical thinking and are connected to real-life practices.

Candidates (3) learn to model and teach students to solve problems using multiple strategies by

1. Reading/discussing/implementing (through activities) the different learning theories (Piaget, Gagne, Vygotzky, etc.), the learning cycle (exploration-conceptual development-application), and the key components of effective instruction.
2. Having the students solve problems and presenting them to the entire group to show the different forms of thinking.
3. Using the Multiple Intelligences approach to problem solving.
Candidates learn to (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K-8 students by:

1. Using prior knowledge activities/games that reflect misconceptions. The activities include graphic organizers, concept maps, think-alouds, and demonstrations.

Candidates learn to (5) design appropriate assignments to develop student understanding, including appropriate problems and practice by

2. Designing appropriate assignments (activities, lesson plans, and integrated units) to develop student math understanding.

Candidates learn to interrelate ideas and information within and across mathematics and other subject areas by.

1. Creating activities/lessons that integrate literature and math.
2. Experiencing in class activities that connect science, math, history, and language arts.

8 A (b) Science

Science literacy for all students is an established goal in standards-based movements occurring across the nation. The National Science Education Standards (NSES) reflect this goal, expressing the notion that science enables everyone to share in the richness and excitement of understanding the natural world. Science-literate individuals possess the knowledge and skills to solve problems, make decisions, and be lifelong learners as they live, work and learn in a society driven and dependent on emerging technologies. In California, there are content standards for science teaching and learning in kindergarten through twelfth grade guide instruction throughout the state. The science methods course PLC 910 in the BCLAD Multiple Subjects credential program prepares candidates to teach these standards through a solid foundation in principles of effective science education with a multicultural/multilingual lens.

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 by

1. Having the student teachers understand that the teacher’s role is to provide children with opportunities to explore science using inquiry-based activities and technology, and to help children observe, describe, and understand scientific phenomena.
2. Taking the state science standards and using them to create instructional activities that support elementary students’ understanding of physical, life, and earth science content and scientific processes.
3. Creating and presenting model lesson plans that reflect the state science content standards and scientific thinking.
4. Creating/developing a standard-based science unit of instruction that addresses English learners’ needs and follows the into-through-beyond effective instructional format.
5. Developing a repertoire of Spanish language terms for the sciences and skills in how to transfer these to English.
Candidates learn to (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 by:

2. Creating and using long term projects that supports student critical thinking and are connected to real-life practices.
3. Taking the state science standards and using them to create instructional activities that support elementary students’ understanding of physical, life, and earth science content and scientific processes.
4. Creating and presenting model lesson plans that reflect the state science content standards and scientific thinking.
5. Creating/developing a standard-based science unit of instruction that addresses English learners’ needs and follows the into-through-beyond effective instructional format.

Candidates learn to (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 by:

1. Having to develop a science fair experiment themselves that has to be presented to the class.
2. Having them be science fair judges for a middle school science fair. This science fair is a collaboration between the Department of Policy Studies and San Ysidro Middle School.
3. Attending national and local science conferences (National Science Teacher Association, California Science Teacher Association, UCSD Science Project).
4. Interacting through coursework readings and discussions of the investigative process.

(4) to interrelate ideas and information within and across science and other subject areas by:

1. Having the students create activities/lessons that integrate literature/language arts and science content.
2. Having the students experience in class activities that connect science, math, history, and language arts through theme based activities.

8A (c) History-Social Studies

The purpose of MS BCLAD social studies methods instruction as a component of teacher education is to prepare teacher candidates with a theoretical foundation in social studies education and knowledge for translating theory into practice for teaching K-8 students in school settings. The knowledge base for social studies includes multiple and longstanding philosophical traditions with differing purposes and practices. These include traditional history, social studies as social science, the progressive tradition, critical/constructivist approaches, education for social efficiency, and a consensus or eclectic alternative. Successful teachers face the challenge of developing and refining
their social studies pedagogic philosophy and simultaneously acquiring and developing classroom teaching practices consistent with PLC department principles.

PLC 911 addresses theory, research, content, and standards-based history-social science teaching for diverse classrooms. Emphasis is on integrating curriculum, inquiry learning, social participation and ethics/values in a democratic society with access to the core curriculum for all students. In addition, the course familiarizes candidates with relevant Spanish language vocabulary and how to access culturally based conceptions of social studies for diverse learners.

Thus, the knowledge base required for teachers of K-12 social studies teacher candidates includes knowledge of teaching practices and skills that may be adapted by each teacher depending upon the experiences and cultural backgrounds of the students which requires utilizing multiple modes of content delivery and assessment. These teaching methods include: reflective teaching practices, various inquiry and problem-posing models, lesson planning models, didactic instruction, a variety of discussion methods and models for large and small group discourse, Socratic seminar, group interaction, role-playing, mock trials and simulations. Moreover, meaningful learning and teaching in social studies requires thoughtful unit and course planning consistent with the needs of the students language and cultural background.

Teacher candidates in social studies will demonstrate their ability to design and implement an approach to meaningful learning in social studies through course assignments that require development of a thoughtful, well-grounded philosophy; development and implementation of lessons consistent with that philosophical approach; modeling of various teaching strategies through microteaching demonstrations; development of assessment strategies consistent with a philosophy of democratic schooling.

In the social sciences methods course, PLC 911, students create a long-range planning unit, including lesson plans to address instructional objectives set out in the state History-Social Science Framework and content standards document. Candidates address this content through multiple learning modalities and the use of strategies such as graphic organizers, Venn diagrams, and sheltered instruction for English language learners. Teacher candidates examine multiple approaches to teaching history-social studies, including the National Council for Social Studies Curriculum Standards. They create a portfolio of lesson implementation and analysis in which they provide a rationale for the selection of content according to content accuracy and appropriateness for specific groups of public school students. Candidates use these active forms of learning to integrate foundational social studies concepts across disciplines and approaches in developing effective lessons and units.

8A (d) Visual and Performing Arts

BCLAD Multiple subject (MS) candidates are required to have taken a course in one of the visual and/or performing arts, or that they have extensive experience in one of these areas. MS BCLAD credential candidates further this knowledge base for teaching
visual and performing arts through infusion of this content into teaching methods courses. In PLC 931/932 and PLC 915 A, candidates learn to integrate art, music and dance into lessons in English language development and literacy. In PLC 931/32, students design lessons in literature that integrate multiple modes of creative and expressive arts, including Readers’ Theatre and Creative Expression projects. With funding through the Early Adopters grant, selected faculty will participate in professional development activities with experts and specialists in art education to enhance the integration of this content into the credential program. Candidates’ portfolios and other documentation of teaching will be evaluated for inclusion of art lessons, projects and activities with public school students in their student teaching assignments.

PLC faculty are engaged in designing instructional activities for the program on how to integrate visual and performing arts into content methods courses. The faculty are connected to artists in the community that are able to incorporate community culture using creative expression and the development of visual and performing arts for elementary-aged students. Faculty will also seek to involve the experts in the visual arts field from the San Diego County Office of Education, as well as identifying CDROM model lessons on how to integrate art content and concepts into a lesson in social studies. Available CDROM addresses the inter-relatedness of the arts with each other and their relationship to content areas in the elementary curriculum. Teacher candidates will be instructed in how to enhance students’ artistic perceptions and how to use historical and modern art to convey important concepts in the content areas. Additionally, those candidates participating in the Mexico BCLAD Program have the opportunity to study Ballet Folklorico, Mexican guitar, songs, drama and puppet theater.

8A (e) Physical Education

PLC BCLAD MS Candidates are required to complete either Exercise & Nutritional Science 241 A or B (2 units) as a prerequisite to the program. That content is then infused into program coursework. This includes activities in PLC 915 incorporating Total Physical Response (TPR) as an approach to English language development. In their student teaching classrooms, candidates will conduct physical education classes and activities, including structured games and rules that involve cooperation and teamwork. These experiences will prepare them to design lessons and activities to enhance students’ self-confidence through physical education and recreation. Candidates are also required to develop cooperative learning lessons that promote gender and individual leadership opportunities involving the application of physical education activities. Status equalization is emphasized throughout the program as students learn to participate in small groups, to collaborate in completing assigned tasks, and to participate as individuals and as a group in the democratic classroom.

8A (f) Health

See Program Standard 10 below for a full description of how the content related to health education is addressed in the program. Issues of the process of physical, emotional and moral growth and development are addressed in the educational psychology course PLC 923/MS and in PLC 954/SS.
Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix B to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Single Subject BCLAD teacher candidates become aware through their methods courses of how to apply subject specific content through instructional sequences and stages and learn to assess the student in order to apply their teaching with greater precision for all learners. BCLAD Single Subject program faculty also meet monthly to discuss program articulation. Issues of how deep candidates acquire state subject-area standards in all of the methods courses will continue to be an ongoing agenda item for discussion and reflection. Semester retreats are also planned to review program curriculum and student TPEs and TPAs growth and development. Appendix D provides course syllabi for TE 914 Math, Science, History-Social Science, and English and FR 596 Methods for Teaching Foreign Languages.

Single Subject candidates complete an undergraduate major in one of the academic subjects approved for secondary teaching by CTC, or complete the PRAXIS examination for that content area. Single Subjects BCLAD candidates take one methods course specific to their subject area if it is in either math, science, social studies or English. This may be in TE or in the PLC department (TE 914, PLC 910-12). Further, SS candidate’s take PLC 915B, to prepare them to teach ELD and SDAIE (specially designed academic instruction) specific to their content area. This methods course also prepares them to teach in Spanish, as similar strategies would apply. Single Subject
candidates who take their methods course through PLC 910-912 will have course requirements tailored to the secondary level. The faculty will provide multiple opportunities for each SS candidate to apply the Teaching Performance Expectations to instruction in the subject to be authorized by the credential, and to learn, practice and reflect on the specific pedagogical knowledge and skills. In working with MS and SS candidates we have became aware that SS candidates need to see how the integration of content can be performed and MS candidates need to acquire/develop their content in math/science/social studies. We work with SS candidates in order to increase their SS pedagogy that addresses the integration of content standards. We work with MS candidates to increase their content knowledge (math, science, social studies). During the semester the candidates have a change to collectively be immerse in the k-12 California science, math and social studies content standards and in the review and contrast of state and national educational standards.

Thus, SS candidates will benefit from the experiences of MS in applying specific subject matter across the curriculum, and MS candidates will benefit from the theoretical expertise of candidates in specific content areas. The infusion of each other’s skills will enhance SS candidates to apply their specialization using a variety of literacy approaches and interrelate ideas and information within and across major subdivisions of the subject. Course syllabi for TE914 and FR 596 in the various content areas is found in Appendix D.

8B(a) Mathematics

All students in the PLC BCLAD SS credential program must complete three units of mathematics methods, TE914: Math. All instructors focus on the development of conceptual understanding while maintaining a balance with procedural skills and problem solving. All of the key standards in high school coursework as presented in the California Mathematics Framework are addressed in the course. The integration of manipulatives and technology to foster conceptual understanding is modeled. A number of class sessions are devoted to the study of student misconceptions and appropriate embedded assessment tasks.

8B(b) Science

Science literacy for all students is an established goal in standards-based movements occurring across the nation. The National Science Education Standards (NSES) reflect this goal, expressing the notion that science enables everyone to share in the richness and excitement of understanding the natural world. Science-literate individuals possess the knowledge and skills to solve problems, make decisions, and be lifelong learners as they live, work and learn in a society driven and dependent on emerging technologies. In California, there are content standards for science teaching and learning in kindergarten through twelfth grade guide instruction throughout the state. The science methods course TE 914 or PLC 912 in the BCLAD Single Subjects credential program prepares candidates to teach these standards through a solid foundation in principles of effective science education with a multicultural/multilingual lens.
Candidates learn to (1) relate the state-adopted academic content standards for students in Science (7-12) to major concepts, principles and investigations in the science disciplines by

1. Having the student teachers understand that the teacher’s role is to provide children with opportunities to explore science using inquiry-based activities and technology, and to help children observe, describe, and understand scientific phenomena.
2. Taking the state science standards and using them to create instructional activities that support elementary students’ understanding of physical, life, and earth science content and scientific processes.
3. Creating and presenting model lesson plans that reflect the state science content standards and scientific thinking.
4. Creating/developing a standard-based science unit of instruction that addresses English learners’ needs and follows the into-through-beyond effective instructional format.
5. Developing a repertoire of Spanish language terms for the sciences and skills in how to transfer these to English.

Candidates learn to (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 by

2. Creating and using long term projects that supports student critical thinking and are connected to real-life practices.
3. Taking the state science standards and using them to create instructional activities that support elementary students’ understanding of physical, life, and earth science content and scientific processes.
4. Creating and presenting model lesson plans that reflect the state science content standards and scientific thinking.
5. Creating/developing a standard-based science unit of instruction that addresses English learners’ needs and follows the into-through-beyond effective instructional format.

Candidates learn to (3) plan and organize effective laboratory and field activities in which 7-12 students learn to ask important questions and acquire increasingly complex investigation skills by

1. Having to develop a science fair experiment themselves that has to be presented to the class.
2. Having them be science fair judges for a middle school science fair. This science fair is a collaboration between the Department of Policy Studies and San Ysidro Middle School.
3. Attending national and local science conferences (National Science Teacher Association, California Science Teacher Association, and UCSD Science Project).
4. Interacting through coursework readings and discussions of the investigative process.

Candidates learn to (4) to interrelate ideas and information within and across science and other subject areas by.
1. Having the students create activities/lessons that integrate literature/language arts and science content.
2. Having the students experience in class activities that connect science, math, history, and language arts through theme based activities.

8B(c) History-Social Science
The Social Studies methods course TE 914 is designed to establish the interrelationship between the broad knowledge base and reflection on educational theory and understanding of schools as institutions to transform knowledge into meaningful learning experiences for students. In this field-based course, candidates examine discipline-based approaches to social studies, including traditional history and social studies as social science approaches. They also examine issues-centered approaches and critical/reconstructionist, and education for social efficiency through the writings of authors from diverse perspectives and the study of social studies standards and curricula. Candidates perform simulations, micro-teaching demonstrations, role-playing, debates, research studies, and large and small group discussions that develop reflective thinking about issues of social studies. They create a portfolio and develop a unit of study that includes assessments of students’ mastery of social studies standards. These products are evaluated based on candidates’ demonstrated ability to explore controversial topics, such as world religions, democratic ideals, oppression and racism, and forms of civic discourse and civic participation.

8B(d) English
TE 914: English methods for secondary teacher candidates, focuses on understanding and using the California English Language Arts and Reading content standards and framework for designing language arts units and instructional strategies. The course covers goals and objectives of a literature-based program, with a reader-response approach to various genre and multicultural literature. Candidates are prepared to use thematic units for genre studies to explore pieces of literature in depth, as well as to integrate poetry, film and other expressive forms into literature studies. The course focuses on oral communication skills as the “neglected art” of the language arts. This focus is especially important for teacher candidates who will teach large numbers of English language learners in their student teaching assignments and professional positions in the public schools. TE 914 addresses issues of English mechanics, grammar and syntax explicitly, as these apply to students’ writing fluency and as means of assessing students’ progress in writing and editing English compositions. The course includes production of an annotated bibliography of research journal articles on English teaching and adolescent literacy issues and resources. This course works in conjunction with PLC 933 Skills in Teaching Reading to Bilingual Secondary Students to prepare
English teachers for secondary schools. PLC 933 is a reading methods course that focuses on teaching reading and language arts in two languages (English and Spanish).

8Bg. Languages Other than English.

FR 596 Methods of Teaching of Foreign Languages is recommended for candidates who have Spanish as their area of specialization. The course focuses on understanding current second language acquisition theory and developing the requisite skills to plan, implement, and model best instructional practices. It also examines the role technology might play in aiding language acquisition and instruction. The course also addresses (1) second language learning, national and state learning standards for world languages, existing methods used for teaching second languages, and curricular, technological, and instructional issues; (2) familiarity with the advantages and disadvantages of computer programs—such as Black Board Course Info, Internet, Windows, Macintosh, and other operating systems, authoring systems and templates through hands-on exploration of the use of media (audio and video) and of authentic media-annotated text to enhance language acquisition; (3) demonstrate an understanding of the processes involved in acquiring another language in both theory and practice by developing instructional activities, lesson plans, supplementary materials, and an exam (with links to Blackboard and digital archival materials). Students will develop approaches to teaching and evaluating student progress that are grounded in proficiency-oriented curricular priorities and the 5 C's of the National Standards document. They will have familiarity with ACTFL’s Proficiency Guidelines and how to use the guidelines to evaluate students’ ability to use the target language in authentic communicative contexts. The instructor of this course will provide experiences that facilitate the development of professional second language educator-inquirers, who possess a solid knowledge of second language acquisition theory and research-based teaching practices and who are dedicated to continued professional development in order to plan, implement and model best instructional practice. Candidates will be expected to:

• be able to identify and describe five of the approaches to language teaching listed by the ERIC Clearinghouse on an exam.
• demonstrate techniques for evaluating student performance by creating sample evaluation items or instruments, using Blackboard (or other course management systems) and other on-line templates.
• be able to name and describe briefly the five C's presented in the document of national standards for foreign language learning on an exam.
• demonstrate an understanding of the underlying principles of the national standards document by writing lesson plans and creating activities that provide for the development of the five C's. (All lesson plans and sample activities must be labeled according to the standard(s) they meet.)
• demonstrate an understanding of how to integrate the Internet in foreign language classroom instruction by creating a Web-based activity, by creating a web page, or by creating materials from templates for the Digital Media Archive.

• identify desired characteristics of textbooks, instructional media, and describe techniques for adapting exercises so that they are proficiency-oriented in a class activity.
• demonstrate an understanding of models for developing cultural awareness and skill in integrating activities that build cultural awareness in classroom lessons by completing a technology-linked project on teaching cultural awareness
• demonstrate knowledge of the California state standards for students studying modern world languages by writing lesson plans and creating activities that provide learning experiences that address the state goals.

8Be,Bf-BI

The Policy Studies Department does not offer specific methods courses for areas 8Bf-8Bl.
Program 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.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

9 (a-i) This requirement will be met via EDTEC 470, Technologies for Teaching, which is an introductory course that provides a hands-on look at the possibilities and potentials of computer technology for elementary and secondary education. Pre-service teachers will explore and use a wide variety of hardware and software technology tools relevant to elementary and secondary teachers, including content-specific uses of these tools. EDTEC 470 is immediately relevant to pre-service teachers’ other courses and student teaching experiences. In addition, the course seeks to develop skills that will enable pre-service teachers to continually seek new ways to use technology to enhance learning in their future classrooms. Software tools introduced and applied in the course include:

- Desktop publishing (Word)
- Web editing (Netscape Composer, Claris Home Page)
- Presentation software (PowerPoint, KidPix)
- Multimedia (KidPix, Appleworks)
- Spreadsheets (Excel)
- Databases (online, Appleworks)
- Idea Processing (Inspiration)
- Web searching (Internet Explorer, Netscape)
- Digital movie production (iMovie)
- Software evaluation (various titles)
- Email: Eudora, hotmail

Mexico BCLAD
As candidates take one or two courses per semester in Mexico at ITESM, a private technology university, they will take 1 unit of foundations in Mexico, followed by 1 unit
of ED TECH 470 in San Diego, where the above software will be included. In addition, courses in both Mexico and California will lean heavily on the use of email and websites.
Category C

Preparation to Teach All Students in California Schools

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for 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.

Program Elements for Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Concepts for a supportive, healthy environment for student learning are basic to any preparation for teachers and concern all aspects of the preparation program. These are embedded throughout the MS and SS credential preparation programs, however, certain aspects are incorporated as indicated in a-e below. The foundation for these areas begin in the prerequisite courses, PLC 401 and ED 451. They are then embedded throughout the program. TPEs 7, 8, and 11-16 are particularly addressed in this standard.

10 (a) Respectful and productive teacher relationships with families and local communities

   (i) student and parent rights pertaining to placements. This is covered in the prerequisite course, PLC 401 for both programs, and in PLC 400, prerequisite to the SS subject program. This is reinforced in the ELD/SDAIE methods classes (LI 550, or PLC 915 A/B) and in the Educational Psychology courses (PLC 923/MS & PLC 924/SS), particularly with regard to effective communication between teachers and parents.

   (ii) Effects of family involvement.
The importance of family involvement in the success of students in schools is well-documented (e.g. Epstein, 1995). This is an area addressed throughout the MS and SS BCLAD programs and specifically addresses TPE 16: Community. Family involvement is addressed at length in the psychological foundations course for MS and SS (PLC 923, 924) and in the social foundations course for SS (PLC 954). For example, in the psychological foundations course there is an emphasis on contemporary theory, research, and models that examine the nature of family involvement within diverse learning communities. One such model is Epstein's six component framework of interactive family involvement. Classroom products, including the candidate's portfolio include elements that address the need for parent involvement and ways to develop it.

(iii) **Knowledge of and respect for diverse family structures, community structures and child rearing practices.**

ED 451, Introduction to Multicultural Education, a prerequisite for all credential programs provides the foundation knowledge of and respect for diverse family structures, community cultures and rearing practices. This course addresses multiculturalism from an ethnic, nationalistic and special populations perspective including all forms of diversity. These concepts are reinforced throughout the credential program, but most specifically in the psychological foundations courses (PLC 923/924) where students are exposed to parenting models (e.g. Baumrind’s classifications), research on the education of students from various family structures (e.g. divorced, single parent, nuclear family), and contemporary research on child rearing practices among immigrant and ethnic minority populations.

(iv) **Communication with families**

This is addressed in the Psychological foundations courses for both MS and SS and also in the Classroom Organization for Democratic Schooling course for SS (PLC 954). Student teaching seminars for both groups also focus on the need to communicate effectively with families and students’ caregivers.

(v) **Roles of families in and outside of school**

Along with communication and knowledge of and respect for diverse family structures, the student teaching seminar discusses the roles of families and how that impacts student’s learning.

**Mexico BCLAD**

In addition to the experiences described above, the Mexico BCLAD MS program offers a seminar during the spring semester in Mexico, which specifically addresses communication with parents (see syllabi for PLC 960/Mexico).
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.

The BCLAD Credential for both MS and SS is based on a philosophy of social justice and democratic schooling (see Standard 1 Components and added TPEs 14-16). This is embraced through applying such concepts to a democratic society and helping to create democratic schooling for our diverse student population. This philosophy is applied to all aspects of the program and in the student teaching experience.

These aspects of Program Standard 10 are also addressed in the prerequisite course ED 451 Multicultural Education. This course focuses on the role of the family and community in the formation of students’ self-esteem, values and beliefs and the importance of a perspective in teaching and learning based on the concepts of additive acculturation and funds of knowledge. Teachers are introduced to effectively facilitate learning for all students, have knowledge, skills, and attitudes to empower students from a variety of cultural and linguistic backgrounds, as well as students of different ethnicity, gender, socio-economic background and with various exceptionalities.

In PLC 401 and ED 451, teacher candidates are prepared to establish a climate of mutual respect in cooperation with our ethnically and linguistically diverse students and monitor students’ development of respectful and conflict-reducing attitudes toward their peers and effective communication and interpersonal skills. Faculty monitor candidates in their development attitudinally by observing their interaction with other students, and by hearing their responses to concepts related to a democratic society with conditions that are conducive to inclusive practices and the reduction of racism and prejudice.

Furthermore, MS and SS candidates are also introduced to the BCLAD Program philosophy, values and principles that support democratic schooling during the advising and orientation to the program. All BCLAD courses also address the components described in Standard 1.a.). The training focuses on the academic and linguistic skills of culturally and linguistically diverse students. The skills acquire support the promotion of bi-cognitive development and biliteracy skills, understanding of the sociocultural influences in the school community. Emphasis is placed on diagnosing and assessing first and second language proficiencies and ascertain cognitive achievement in both languages, the development of multicultural and linguistically relevant classroom materials and instructional strategies for linguistically diverse students to acquire the core curriculum and competence in the first language and English. These skills enable the candidates to view themselves as agents of educational change, capable of transforming the classroom and schools in ways that enhance the learning potential and career choices of students.
10 (c) Laws related to student health and safety, health status of children and how behaviors impact this.
   (i) common chronic and communicative diseases
   (ii) healthy nutrition
   (iii) alcohol, narcotics, drugs, tobacco

10 (d) Student conflict and violence

10 (e) Range of social, health, educational and language related service agencies that promote student health and school safety and reduce school violence

   The BCLAD programs will address 10 (c), (d) and (e) via HEAL 190: Health Education for Teachers (1 unit, see syllabi) during the credential year program either at SDSU or the same course at a community college. Another course that will address 10 (c), (d) (e) is PLC 901, the Professional Development Portfolio will also address the health issues specifically for bilingual populations.
Program 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.

Program Elements for Standard 11:  Preparation to Use Educational Ideas and Research

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

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 both the MS and SS programs, these areas of development are addressed in the psychological foundations courses (PLC 923 and 924), in the required language acquisition courses (LI 452/MS, prerequisite; PLC 953/SS co-requisite) and additionally for secondary in the classroom organization course (PLC 954). Also, the prerequisite courses in multicultural education (ED 451) and introduction to multilingual education (PLC 401) address these issues. These concepts and theories are then applied to the student teaching experience. For example, in the educational psychology course there is an emphasis on understanding the development of students and adolescents within the complex sociocultural contexts, in which they live and learn.

The foundations of human development and learning are established in PLC 923 Psychological Foundations of Education (Multiple Subjects) and in PLC 924 Behavioral and Psychological Aspects of Teaching (Single Subjects). Educational Psychology is the study of human learning that has evolved from a myriad of paradigms and theories. Learning is a process of personal meaning-making. The BCLAD programs use a constructivist approach and weaves together five essential components: 1) human development, 2) learning and memory/intelligence, 3) first and second language development, 4) motivation, and 5) culture and the social context. The candidates in PLC
923 & 924 are required to learn and understand their students’ family backgrounds, peer relationships and cultural backgrounds in order to plan instructional and assessment activities that provide their students with multiple pathways to learning.

In LI 452 the candidates (MS) are presented with principles of child language development, including sounds and grammar in speech of young children, acquisition of reading and vocabulary, relationships between cognitive development and language, and developments of language in bilinguals. In PLC 953 the candidates (SS) are provided with concepts, principles, theories and research addressing linguistic minorities and dialect variation in interethnic communication. Language development from a socio-interactionist perspective, development of discourse and literacy, and their underlying cognitive and linguistic foundations. In both LI 452 (MS) and PLC 953 (SS) candidates are required to find out about their students and create lessons targeted to their needs. Specifically students are chosen who are bilingual and who are in the process of acquiring an additional language in order to reflect on the implications for language acquisition and competencies in L1 & L2. Other assignments include observation, interviews (with student, parents/guardians and/or other teachers), sample class work, surveys, standardized test results (CELDT), grade history, assessment tasks and other appropriate measures to compare and contrast abilities in each language (e.g., Can the student communicate in social settings -- L1 & L2? Can the student achieve academically in content areas -- L1 & L2? Can the student use language socially and culturally appropriate ways -- L1 & L2).

In PLC 954 for secondary candidates is designed to lead participants towards a working knowledge of humanized teaching and processes for classroom management with a focus on democratic processes in setting up the classroom environment for secondary bilingual students. The candidates are required to develop lesson plans that create and maintain effective environments for student learning by examining the areas of classroom teaching, classroom discipline, classroom management, and curriculum management. Specifically, candidates are asked how their lesson plans create a physical environment that engages all students in learning and uses instructional time effectively; maintain a climate that promotes fairness, equity, and respect while promoting social development and group responsibility, how effective teaching practices/activities address gender, ethnicity race and handicapping conditions, and what classroom management approaches are use that are preventive, supportive, and corrective discipline strategies.

The fundamental concepts of educational psychology and the above described support courses (LI 452, PLC 453 and PLC 954) also provide the spring board into more focused study of multicultural education, methods of teaching reading/language arts, mathematics, science and social science, optimal uses of technologies for learning, effective classroom management practices, evaluation and assessment practices, learning strategies, and recommendations for school change. These concepts are in alignment with the California Teaching Performance Expectations. These TPEs are reinforced in the content methods courses as they apply to teaching a specific academic discipline. Teacher candidates demonstrate their abilities in the aforementioned areas through: (1) the
writing of a pedagogical beliefs statement, (2) development of lesson plans that are sensitive to a ethnically and linguistically diverse learners, (3) observations and interviews of K-6 children and 7-12 adolescents, and (4) an analysis of bilingual and non-bilingual classroom case studies.

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.

In addition, in the Psychological Foundations courses (PLC 923 and 924), TE 914 content methods courses (SS), and PLC 910 Math and 912 Science (MS) courses that engage candidates in activities that reflect the different learning theories in education, the following theories are presented and discussed: human cognition, linguistic development and bilingualism (Baker, Cummins, Gardner, Spolsky, Piaget, Vygotsky), identity formation (Erikson), intelligence and creativity (Hudson), memory and learning (Levin, Pressley, Gagné), behaviorist views of learning (Caroll, Blooom, Gagné), social cognitive views of learning (Hunt), student interaction and learning (Rodgers, Maslow), Exceptional and At-Risk Learners, immigration, acculturation, and biculturalism (Darder, Ogbu, Ramirez & Castañeda, Rotheram-Borus; Waggoner), Culture, Gender, and Schooling (Darder, Valdés), Culturally Responsive Teaching (Jones, Hollins et al), Family Systems and School Involvement (Valdés, Epstein). These theories enable candidates to explore the cognitive levels and experiences of K-12 students.

Also as described in Standard 11(a) educational psychologists focus on such key concepts as; assimilation/accommodation in schema development, the role of prior knowledge/experience and present context, the progression of developmental processes (personal, social, cognitive, language), the variables affecting motivation to learn, the cultural influences on development and learning, and the pedagogical structures that facilitate optimal learning. To apply these key concepts in a classroom setting and context, teacher candidates build their knowledge and skills in the arenas of differentiated instruction, problem-solving and inquiry processes, the exploration of contemporary societal and environmental issues, the use of modeling and use of pertinent examples, the use of authentic assessment instruments, and pedagogically sound lesson and thematic unit planning. Furthermore, in the BCLAD programs these concepts are then applied to lesson planning and the student teaching experience. Specifically candidates are asked to develop lessons that respond to three guiding principles: Where do my students come from (home-community context) issues)? Who are my students (developmental issues)? and How do I teach my students (learning issues)? In addition, candidates are encouraged to ask one another what theory of learning and teaching informs their work. For instance, this question is the most often asked when students do their microteaching and/or team teaching presentations (PLC 910-912 MS and PLC 915 and PLC 954 SS).
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.

The Policy Studies Department is committed to a model of culturally-responsive teaching that addresses the diversity of the public school population from the perspective of additive acculturation and valuing the varied contributions of diverse students’ family backgrounds, cultures and linguistic heritage to the cultural pluralism of American society (see Banks, 1997; Darder, 1991; Delpit, 1995) The faculty of PLC faculty reject the “deficit model” approach to teaching and learning in the schools that devalues rather than honors and respects diversity. (See Appendix A bibliography). Teacher candidates in the preliminary credential program are guided in analysis and critical thinking tasks regarding the teaching/learning contexts of American schooling in the prerequisite courses, ED 451 candidates and PLC 401 for both MS and SS, and PLC400 for SS. These courses focus in particular on the factors in schooling that impinge on the academic achievement of students who are academically vulnerable due to factors of low income conditions, linguistic diversity, special learning needs and disabilities within the context of general education classrooms. The BCLAD methods courses also provide support to evaluate instructional materials to provide equal access for all students.

**ED 451** specifically discusses the social and cultural conditions of K-12 schools and the role culture plays in the educational process. Candidates are asked to examine cultural groups with regard to degree of assimilation, cultural knowledge, prejudice persons encounter, stereotypes people hold about ethnic group, and the role of curriculum to address cultural diverse students.

**PLC 401** presents historical and legal events that have led to the development of educational equity and bilingual education; examines and analyzes the sociocultural characteristics of the school communities of ethnolinguistic students; examines state and federal programmatic guidelines for addressing the linguistic and academic needs of English Language Learners; provides educational principles for a theoretical framework of bilingual education; and describes the conceptual program and curricular designs for language minority students.

**PLC 400** provides secondary candidates with a knowledge of the California standards for the teaching profession, teacher performance expectations, how schools are governed and financed, school programs designed for special student needs, teaching ethnically diverse students, teaching English language learners, legal aspects of
classroom discipline and procedures, lesson planning with a focus on state frameworks and standards, and professional and legal responsibilities of teachers.

In PLC 931, 932 the reading/language arts and PLC 910 Math, 911 Social Studies, 912 Science content methods courses teacher candidates evaluate instructional materials, assessment instruments and procedures, and instructional strategies based on criteria focused on their appropriateness for students with certain learning characteristics. Candidates also identify curriculum strategies that support access to students with limited English proficiency through comprehensible input and meaningful participation in learning activities. These methods courses provide candidates with appropriate teaching strategies to ensure maximum learning for all students; and academic content knowledge and literacy skills so that all students attain their highest levels of learning.

Each of the methods courses considers how these concepts and principles apply to the current student population, and to the evaluation of instructional materials, which are appropriate for them. As linguistically and culturally diverse students have historically been faced with inequalities in the schools, it is of utmost importance that BCLAD MS and SS candidates be prepared to reflect on and adapt their teaching so that the principles of democratic schooling applies to all students. TPE 14-16 were specifically created by the PLC Department to address these issues.
Program Standard 12: Professional Perspectives Toward 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.

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Program Elements for Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

The MS and SS BCLAD programs as outlined in Standard I, are based on a philosophy of democratic schooling, including a focus on empowerment, social justice and critical pedagogy. As such, the coursework throughout the credential preparation program addresses the need to teach every student, to expect that every student can succeed to become bilingual and biliterate individuals to be able to pursue whatever endeavors they choose. Foundations for this perspective begin in ED 451 and PLC 401 while they are fully addressed in the student teaching seminars (PLC 960/MS and 903/SS and practice teaching (PLC 961-4).

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.

As mentioned above, this begins in ED 451, Introduction to Multicultural Education and PLC 401, Foundations of Multilingual Education. Each of the methods courses discuss the variety of ways in which to teach the specified content, how to integrate this across the curriculum and to address the varying needs of diverse students. The student teaching seminar helps to coordinate this and put it into perspective while making sure that candidates are fully aware of their ethical and professional responsibilities to their students. (TPE 7-8)
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.

Again, the foundation and ethical commitment to students begins with Ed 451 and PLC 401. PLC 401 particularly addresses the historical context of education for biliterate students, the inequities in the system and possible resolutions (Baker, 2001, Crawford, 1999). These issues then are more fully addressed in the psychological foundations courses, PLC 923/MS and PLC 924/SS. The impact of standardized testing, its affect on linguistically diverse students in high stakes situations, e.g. for high school graduation, and similar issues are discussed. These issues are also addressed in the reading/language arts classes (PLC 931,932/MS and PLC 933/SS) as they affect literacy and how English literacy becomes a gatekeeper for English Learners. The student teaching seminars address teacher expectations and how they affect student learning. 12 (b) responds to TPEs 2-3 (Assessing Student Learning), TPE 7 (Teaching English Learners) and TPEs 14-16 (Social Justice, Biliteracy, Community).

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.

Psychological foundations, language arts/reading and the other methods classes all address the issues of student motivation, of student expectations and a variety of methods for determining that students are learning at a high level. This addresses all the TPEs.

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.

Schema theory, or building on what students know (Peregoy & Boyle, 2001) is addressed specifically in all the methods classes and in the psychological foundations courses. Literacy methodologies are based on building on who the student is, what they already know and how best for them to learn new knowledge and concepts. Candidates are evaluated in their student teaching on their ability to do this. This is particularly important when working with bilingual/biliterate individuals as one of the easier ways to transfer learning is through building on what students have already learned in another language. (TPE 7: Teaching English learners; TPE 15: Biliteracy/bicognition)
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.

Psychological foundations (PLC 923/MS; PLC 924/SS) address these issues as well as the student teaching seminar which responds to issues raised in practice teaching regarding the personal, social and emotional development of all students. TPE 8: Learning about Students is critical here.

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.

Many of the coursework activities are completed collaboratively, so that the teacher preparation program models classroom practice. In this case, student teachers work together to plan assignments, complete projects and make presentations throughout the preparation program. In the student teaching situation, the candidate works with the cooperating teacher on ensure that the lesson plans are appropriate for the student population and will be most beneficial to them.
**Preface:** This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b) (f) and (i), and Standard 7B, Elements (a) (b) (c) and (d).

**Program Standard 13: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities 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 an 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 to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student’s language acquisition.

**Program Elements for Standard 13: Preparation to Teach English Learners**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

Key to the development of bilingual/biliteracy teachers, is that they are given a wide variety of opportunities to prepare to teach in two languages and to develop both the Spanish (or other language) and English language abilities of their students in reading, writing, listening and speaking and applied to all content areas. To this end, candidates are required to take several courses as prerequisites to provide the foundation for the preparation of bilingual students, and these competencies are further explored throughout the preparation program. The following matrix displays the key components for this development and the courses in which they are addressed.

Specifically ways to address the linguistic and cultural needs of English Learners are shown in Tables 13.1-4. The Multiple Subjects B/CLAD Emphasis Credential (Table 13.1 & 2) details the competencies mandated by CTC standards for English Learners and the relationship of prerequisite courses and core methods classes to the development of those competencies. TPE 7 is specifically addressed in this standard.
### TABLE 13.1

**PRE-REQUISITE MULTIPLE SUBJECTS B/CLAD COURSES ENGLISH LEARNERS**

<table>
<thead>
<tr>
<th></th>
<th>LI 420</th>
<th>LI 452</th>
<th>LI 550/PLC 915A</th>
<th>PLC 451</th>
<th>PLC 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>Language</td>
<td>XXX</td>
<td>XX</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>Lang Acquisition</td>
<td>XX</td>
<td>XXX</td>
<td>XXX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>Content Know</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>ELD Pedagogy</td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>SDAIE Pedagogy</td>
<td>X</td>
<td>X</td>
<td>XXX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

X=some attention; XX=attention; XXX=primary focus of course

LI 420: Linguistics & English; LI 452: Language Acquisition; LI 550: Theory & Practice of ESL; PLC 915A: ELD/SDAIE; PLC 451: Introduction to Multicultural Education; PLC 401: Foundations of Multilingual Education

### TABLE 13.2

**BCLAD MULTIPLE SUBJECTS PROGRAM COURSEWORK FOR ENGLISH LEARNERS**

<table>
<thead>
<tr>
<th></th>
<th>PLC 910</th>
<th>PLC 911</th>
<th>PLC 912</th>
<th>PLC 923</th>
<th>PLC 931-2</th>
<th>PLC 960</th>
<th>PLC 961-2</th>
<th>PLC 901</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>X</td>
<td>XXX</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XX</td>
<td></td>
</tr>
<tr>
<td>Lang Acquisition</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Know</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELD Pedagogy</td>
<td>X</td>
<td>X</td>
<td>XX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SDAIE Pedagogy</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
<td>X</td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X=some attention; XX=attention; XXX=primary focus of course

### TABLE 13.3

**PRE-REQUISITE SINGLE SUBJECTS B/CLAD COURSES FOR ENGLISH LEARNERS**

<table>
<thead>
<tr>
<th></th>
<th>LI 420</th>
<th>PLC 400</th>
<th>PLC 451</th>
<th>PLC 401</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>X</td>
<td>X</td>
<td>XXX</td>
<td>XX</td>
</tr>
<tr>
<td>Language</td>
<td>XXX</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
</tr>
<tr>
<td>Lang Acquisition</td>
<td>XX</td>
<td>X</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>Content Know</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>ELD Pedagogy</td>
<td>X</td>
<td>XX</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>SDAIE Pedagogy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>XX</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>X</td>
<td>XX</td>
<td>XX</td>
<td>XX</td>
</tr>
</tbody>
</table>

X=some attention; XX=attention; XXX=primary focus of course

LI 420: Linguistics & English; LI 452: Language Acquisition; PLC 915B: ELD/SDAIE; PLC 400: The Bilingual School; PLC 451: Introduction to Multicultural Education; PLC 401: Foundations of Multilingual Education

The following Single Subject B/CLAD Emphasis Credential matrix (Table 13.3) details the competencies mandated by CTC standards for teaching English Learners and the relationship of prerequisite courses and core methods classes to the development of those competencies. TPE 7 is the focus of this standard, while others are also addressed.
TABLE 13.4
BCLAD SINGLE SUBJECTS PROGRAM COURSEWORK FOR ENGLISH LEARNERS

<table>
<thead>
<tr>
<th></th>
<th>PLC 903</th>
<th>PLC 915B</th>
<th>PLC 924</th>
<th>PLC 933</th>
<th>PLC 953</th>
<th>PLC 963-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td>XX</td>
<td>XXX</td>
<td>XX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Language</td>
<td>X</td>
<td>XXX</td>
<td>X</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Lang Acquisition</td>
<td>X</td>
<td>XXX</td>
<td>X</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Content Know</td>
<td>XX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>ELD Pedagogy</td>
<td>XX</td>
<td>XXX</td>
<td>X</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>SDAIE Pedagogy</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
<tr>
<td>Fieldwork</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
<td>XXX</td>
</tr>
</tbody>
</table>

*Candidates can take PLC 910-912 as appropriate in lieu of TE 914
X=some attention; XX=attention; XXX=primary focus of course

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.

PLC 401 Theories & Practices in Multilingual Education) provides the overall structure of school programs that are designed to meet the needs of English Learners (ELs), including various types of bilingual instruction, structured English immersion and others. These are compared and analyzed to determine which best meets the needs of different cultural and linguistic groups of students in different contexts. LI 452/MS and PLC 953/SS provide the foundation for English language development, while teaching strategies are provided in PLC 915A/B or LI 550. The ELD Standards and the TESOL ESL Standards are discussed and reviewed in LI 550 and/or PLC 915 A/B and their relationship to reading/language arts content standards and frameworks are discussed in both PLC 915A/B and in the reading/language arts methods classes, PLC 931-2/MS, PLC 933/SS.

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.

LI 550 and PLC 915 A/B (candidates take one of the three courses) specifically address the materials, methods and strategies for assessment and teaching of ELD and SDAIE. These competencies are also included and connected to the content in all methods courses taken within the multiple and single subject programs. Foundations for these courses are
found for MS in LI 452 (Language Acquisition) and for SS in PLC 953 (Language Development in the Secondary School).

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.

These laws and how they impact student placement and instruction are first introduced in PLC 401, which covers all relevant legislation and program models for English Learners. Specific regulations for single subject are addressed in PLC 400 (prerequisite) and for multiple subjects in PLC 960 (seminar). These are then applied to classroom practice in PLC 915 A/B and/or LI 550, as well as all of the methods classes for MS and SS. PLC 915 and LI 550 also address the placement of students as per state and district guidelines for identification and reclassification and the relevant instruments used to determine this.

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.

This area begins with LI 420, a prerequisite for both MS and SS candidates. This course focuses on the structure of English, critical to the candidate’s ability to understand how language is acquired to efficiently teach ELD and emergent literacy to diverse populations. This is followed by either LI 452/MS (Child Language Acquisition) or PLC 953/SS (Language Development in the Secondary School) as appropriate. The third course in this sequence is either PLC 915A or LI 550 for MS, and PLC 915B, for SS. These courses provide the foundation for teaching English language development for multiple language groups, and apply the principals to content area instruction. In addition, PLC 931-32 (MS) and PLC 933 specifically address issues of literacy in the first language and how that interacts and transfers to English. PLC 401 also addresses the transfer of academic language from the first to the second language.

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.

This is the primary concern of PLC 915 A/B and LI 550. These courses focus on the California ELD Standards and how these will act as benchmarks and guidance to enable ELLs to acquire English. In the course, candidates learn a variety of strategies for designing the curriculum and managing the classroom to enhance ELD instruction, and meet the needs of linguistically and culturally diverse learners. These concepts are further engaged and revisited throughout all the methods classes as well, including those which focus on literacy. Both historical methods, (e.g. audiolingual), and current approaches to ELD instruction, (e.g. natural approach and other communicative models) are presented
and modeled in these classes. Through field experiences, teacher candidates also learn how specialists and paraprofessionals function as part of the classroom environment.

As part of the entrance requirements to the BCLAD program, candidates are required to work in linguistically diverse school. These students work with paraprofessional and specialist for a minimum of 45 to 60 hours in a classroom. In PLC 401, a prerequisite to the BCLAD program, special attention is given to enabling candidates to begin working with school sites and interacting with paraprofessionals and specialist in the development of a school-community scan. In PLC 401 (MS & SS), PLC 400 (SS) and PLC 960 (MS) discussion and educational specialist are invited as guest speakers to provide candidates with the understanding on how to work with paraprofessionals and specialists with regards to EL students. Also, candidates are given information on the support function that these personnel provide to the ELL and non-ELL students. In addition, most of the BCLAD program candidates are or have been employed as paraprofessional in school districts throughout San Diego County.

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

While the foundation, principles, methods and strategies of SDAIE are taught in the PLC 915 & LI 550 courses, these concepts are further covered in all MS and SS content methods courses to ensure access to the core curriculum for all students. Fieldwork experiences (PLC 961-2/MS; PLC 963-4/SS) include working with ELLs in all content areas. University supervisors and cooperating teachers coach students on methods for making content accessible to all students.

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.

The PLC 401, 915 and LI 550 courses are the primary conduit for knowledge about language assessment, the ELD Standards and the CELDT and how these inform teaching and learning in the classroom. Candidates become knowledgeable about a variety of formal and informal assessment instruments (e.g. CELDT, SAT-9, checklists, running records) that can be used for formative evaluation of growth and progress of English Learners. Assessment is also a focus of the Reading/Language Arts methods classes (PLC 931-32/MS and PLC 933/SS).
13 (h) *The program is designed to provide opportunities for candidates to learn and understand the importance of students’ family and cultural backgrounds and experiences.*

The foundation for this knowledge is found in ED 451, introduction to Multicultural Education and is further extended to include students' and families socio-cultural contexts for language and literacy in PLC 915. It is also embedded in the Student Teaching Seminar as well as in the Psychological Foundations courses for both MS and SS candidates. See Standard 5 (Diversity and Equity) and Standard 10a, *(Respectful and productive teacher relationships with families and local communities)* for more detailed information. (TPE 7-8)
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.

Program Elements for Standard 14: Preparation to Teach Special Populations in the General Education Classroom

Candidates will learn about diversity in the classroom, including typical classroom needs of students with high incidence disabilities (e.g., learning disabilities, speech and language impairments, behavioral disorders), students with low incidence disabilities (e.g., mental retardation, autism, physical impairments), gifted and talented students, and culturally and linguistically diverse students who have a disability and/or special gifts and talents. Through readings, demonstrations, video, and case study analyses candidates demonstrate working knowledge of the needs of students with disabilities. Candidates will continue to develop their knowledge and skills as they proceed through their BCLAD Credential Program. They will be evaluated based on their abilities to respond appropriately to and teach all students including those with disabilities. Responding appropriately may mean facilitating social integration and inclusion in general education curriculum and activities to the greatest extent possible. As part of candidates’ orientation toward social justice and democratic schooling, individuals with disabilities are equal partners and stakeholders in the educational process and the school environment. In this context, candidates learn guidelines for establishing collaborative partnerships with families of students from special populations. See Appendix D for course syllabus SPED 450/496 and PLC 924.

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

This standard is met through Objective 1 in the SPED 450/496 syllabus: Students will know the characteristics of special needs students from the following exceptionalities: Orthopedically Impaired, Communication Disordered, Severely Learning Disabled, Behavioral Disordered, Gifted and Talented. Students become familiar with eight categories of exceptionalities and discuss instructional impact of each category.
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 450/496 candidates will learn relevant state and federal laws pertaining to the education of exceptional populations, as well as the BCLAD teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation. Legal guidelines for the education of students in special populations (e.g., federal laws such as IDEA 1997, ADA) are presented to all candidates and they will be expected to uphold the law and fulfill their roles and responsibilities to students with disabilities as student teachers in the BCLAD setting. This includes participation in the educational planning process (i.e., development of the IEP or Individualized Education Program) with particular attention to the development of culturally and linguistically appropriate learning goals and benchmarks.

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.

Candidates also learn to assess the learning and language abilities of special population students in all methods courses and in the context of their student teaching experiences in order to identify students for referral to special education programs and gifted and talented education programs. Classroom assessment procedures such as curriculum-based assessment, curriculum-based measurement, and functional analysis are taught in the SPED 450/496 course and students practice the use of these informal and authentic evaluations of progress including learning assessment accommodations to allow students with disabilities to participate in classroom and high stakes testing. Special issues related to understanding the differences between a language development issue for an English Learner, and a language learning disability are also discussed.

14 (d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and differentiated teaching strategies to meet the needs of special populations (those with disabilities as well as those who are gifted) in the general education classroom.

Differentiating instruction and the use of appropriate instructional materials to meet diverse learning needs within the classroom is a basic principal inherent in all aspects of the BCLAD MS and SS credentials. Candidates practice identifying special learning and behavior needs in practice teaching, supported by the coursework in SPED 450/496. Positive behavior supports for students with and without disabilities are taught in the SPED 450/496 and in the PLC 923/MS and PLC 924/SS (Educational Psychology) courses and PLC 954/SS (Classroom Organization) forming part of the foundation for strong and effective classroom management when teaching special populations (with disabilities as well as those who are gifted) in the general education classroom.
classroom. Candidates write about their own self-identified strengths and begin to set goals in the context of student teaching.

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.

Instructional adaptations and curricular modifications require the ability to analyze standards and student performance in the core curriculum. Candidates learn about the standards in the core curriculum in all methods classes. As students encounter individuals with special needs in the schools they become increasingly better prepared to make the necessary accommodations and adaptations as specified in the IEPs given a strong foundation in basic decision making models in the SPED 450/496 course. 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. Each candidate learns the foundations for planning and delivering instruction to those identified as students with special needs and/or those who are gifted and talented.

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.

Social integration of all students, including PLC 960 Student Teacher Seminar, and in PLC 923 Psychological Foundations of Education and in the SS credential program in PLC 924 Behavioral and Psychological Aspects of Teaching and PLC 954 Humanistic and Social Aspects of Teaching. These courses build on knowledge of special education adaptations acquired in the prerequisite course SPED 450/496. These concepts and skills are covered as candidates issues of student engagement, building group cohesiveness, accepting and valuing diversity, and managing classrooms effectively in terms of grouping, time management and appropriate tasks for individual learners. In these courses, candidates learn about specific behavioral strategies and adaptations of the physical and social environment of the classroom to address the social development and integration of students with special needs.

Overall, the two-unit prerequisite course requirement for SPED 450/496 candidates are required to write a major assignments on classroom modifications to include identification of assessment strategies, and development of a plan for evaluating effectiveness of these modifications for special needs students. These assignments will prepare candidates for Task 1-Prompt 4 of the TPA. The instruction of exceptional students is also practiced and assessed in student teaching. See the MS and SS Student Teacher Handbook in Appendix G for details regarding the assessment of candidates’ performance in providing a positive learning environment for all students, using developmentally appropriate assessments and implementing instruction that gives all students access to the core curriculum.
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 fieldwork sequence (1) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite coursework, (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.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

Elements Applicable to All Programs of Professional Teacher Preparation

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 coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-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 have completed 40-60 hours of unsupervised field experience working with students prior to being admitted to the MS or SS BCLAD programs. These hours often include work as instructional aides wherein candidates, under the supervision of the classroom teacher, will have taught individual students as well as worked with small groups. In other cases, candidates volunteer in classrooms to have similar experiences. At this time, candidates have not had the benefit of preparatory coursework, but will have the opportunity to begin to become familiar with how teachers use standards and frameworks within classrooms, and to observe students’ needs and interest.

Typically, our multiple and single subject credential candidates begin their student teaching experience in their first semester of the program for at least ten weeks, followed by at least another ten weeks in the second semester. During this time they are given ample opportunity to place into practice what they have been learning in their coursework regarding state standards and frameworks, teaching strategies, and classroom
management. During their student teaching seminars (PLC 960/903), they discuss these experiences, and how to build on students’ needs, interests and accomplishments, as described in TPEs 8 and 9. They also write about these experiences in reflective journals and dialogue journals with their cooperating teachers. University supervisors and cooperating teachers provide on-going evaluation and feedback to the candidate in these areas.

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.

The Student Teaching Seminars (PLC 960/MS and PLC 903/SS) focus on preparing and supporting the student teacher while in the classroom. Course assignments include developing theoretical frameworks, micro teaching lesson plans, teaching strategies and classroom management. In addition, all MS and SS methods courses require the creation of appropriate lesson plans and candidates implement these in their student teaching, receiving feedback from faculty as appropriate. These experiences provide the opportunity to practice and utilize the knowledge and skills that they have acquired as aligned to the TPEs. Cooperating teachers and university supervisors evaluation forms are aligned with the TPEs in order to ensure that these are specifically practiced and observed in real classrooms. As can be seen in the course syllabi, virtually all courses include a fieldwork component, to be completed either as part of the student teaching assignment, or in addition to it. These assignments are used as part of their student teaching portfolios, and/or TPA tasks. These assignments range in nature, e.g. environmental school profiles (TPE 13, professional growth), lesson planning (TPE 9), ELD teaching strategies (TPE 7), literacy (and/or other subject specific area lessons (TPE 1).

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 in 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.

Since BCLAD candidates are specifically being prepared to teach English Learners, and will typically be working in hard-to-staff and/or under-performing schools, their early field experiences are always in situations with significant numbers of English Learners.

Multiple Subjects

Multiple subjects candidates participate in student teaching for a minimum of ten weeks each of two semesters. They take full responsibility for the classroom for a minimum of two weeks during each ten week period. While their formal student
teaching may not overlap with the beginning and ending of the school year, students may be placed in schools at these times to ensure opportunities to observe how schools begin the year, and how they end. In each semester candidates are required to take complete control of the classroom for at least two weeks for the full school day. In both semesters they are in the schools for the entire ten weeks for the entire school day, but may only take full responsibility for two weeks of each semester. Appendix G “Student Teaching Handbook” for the MS program provides a comprehensive description of the teaching practice provided to candidates under the supervision of university supervisors and cooperating teacher.

Mexico BCLAD

In addition to their San Diego student teaching experience of ten weeks Mexico BCLAD candidates also have five weeks of student teaching in public schools and ten weeks of observations in private schools in Mexico including small group work and tutoring. They also have the opportunity to spend three to four weeks working with students in rural areas who are learning Spanish as a second language (their first language being one of 64 indigenous to Mexico). Their practice teaching experiences begin with observations in private schools during the fall semester in Querétaro, followed in the spring by five weeks in public schools there and three weeks in a rural Mexican setting. The final ten weeks of the practice teaching assignment are in San Diego public schools. In each semester candidates are required to take complete control of the classroom for at least two weeks for the full school day. In both semesters they are in the schools for the entire ten weeks for the entire school day, but may only take full responsibility for two weeks of each semester. Appendix G “Student Teaching Handbook” for the MS program provides a comprehensive description of the teaching practice provided to candidates under the supervision of university supervisors and cooperating teacher.

Single Subject

Single subject BCLAD candidates teach one period during the first semester and three classes the second semester. Candidates are expected to remain in classrooms until the end of the grading period, and/or the end of the semester, regardless of when the SDSU semester ends. Candidates are required to take complete control of the classroom for at least forty hours per semester for each of the four assigned classes. Overall, candidates undertake four classes of student teaching experiences. Generally, in the first semester candidates are assigned one class, and in semester two they are assigned three classes. In both semesters they are in the school for the entire school day, but may only take full classroom responsibility for 40 hours in each class assigned each semester. Candidates receive feedback on their student teaching by cooperating teachers and university supervisors throughout (formative) and at the end of each semester (summative) of the program. Appendix G “Student Teaching Handbook” for the SS program provides a comprehensive description of the teaching practice provided to candidates under the supervision of university supervisors and cooperating teacher.
Elements Applicable to a Program with Supervised Student Teaching

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.

Block leaders, cooperating teachers and university supervisors are assigned the responsibility to determine when candidates are ready to advance to full responsibility for the classroom. Prior to this, candidates have a variety of experiences where they can observe, discuss and reflect on classroom practice and can be evaluated by the appropriate faculty person. They are evaluated for their readiness to assume full time responsibility, based on their prior field experience, classroom observations and teaching in small groups, and their completion of the MSAT, PRAXIS, CBEST and/or other required prerequisites. In addition, since BCLAD candidates are specifically being prepared to teach English Learners, and will typically be working in hard-to-staff and/or under-performing schools, their early field experiences are all in these settings.

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 6-8.

Both as part of their prerequisite classroom experience (60 hours multiple subjects) and during their formal preparation experience, candidates will have experience observing and participating in a minimum of two grades spans, most often K-2 or 3-5, although some candidates also have the opportunity to participate in a 6-8 setting.

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 have one period of student teaching during the first semester and three student teaching classes in the second semester. One semester placement is at the middle school (6-8) and one at the high school level (9-12). These are at a variety of grade levels (including both middle and high school) and include at least two different subject specific teaching assignments, e.g. 9th grade Algebra and 11th grade Trigonometry, or 10th grade regular English and 12th grade AP English.

In the first semester candidates take PLC 963 for one assigned period either at the middle school level (6-8) or high school (9-12). In the first semester candidates are at the school site for three hours, one hour of observation, the second for planning with the cooperating teacher, and the third for their teaching assignment.
In the second semester, candidates take PLC 964 for three assigned class periods in their authorized areas in either at the middle school level (6-8) or high school (9-12). In the second semester candidates are at the school site for five hours, one hour of administratively assigned duties, one hour for conference and preparation, (working with the cooperating teachers), and three hours of teaching in their authorized content area.

15(g) The sponsor of the program with supervised internship teaching collaborates with the cooperating local educational agency (ies) in designing (1) site-based supervision of instruction during each intern’s period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations; reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern’s advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

Not applicable to the BCLAD Program.
Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

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.

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)

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.

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

The PLC Department has a long history of working with school sites in the San Diego, National City, Chula Vista, South Bay, San Ysidro, Sweetwater, Grossmont and Cajon Valley School Districts and has close ties with the personnel in these districts to ensure that candidates are placed in exemplary classrooms. Our BCLAD Single Subject candidates are placed in San Diego, Sweetwater, and Grossmont secondary schools, and the Multiple Subjects are placed in San Diego, National City, Chula Vista, South Bay and San Ysidro school districts. Cooperating teachers and university supervisors receive the student and supervisor handbooks and are invited to attend a group meeting to discuss relevant issues.

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.

Collaboration With Local School Districts

San Diego State University has contractual arrangements with the above school districts with regards to the placement of elementary and secondary school student teachers (contract is on file in the office of the Assistant Dean, College of Education):
Prior to making student teacher placements, the PLC Multiple or Single Subjects Coordinator contacts the school district offices where s/he would like to place student teachers and works with districts and site administrators in selecting the best available experienced cooperating teachers (with at least three years experience and appropriate credentials), who model teaching practices consistent with the PLC department philosophy. These cooperating teachers will use state-adopted standards and frameworks in an effective manner, as determined by the site principal and/or the block coordinator.

Following are some of the other partnerships in which the Policy Studies Department has participated.

1. In partnership with Chula Vista Elementary School District, a career ladder program involving over 60 instructional assistants receive support in completing their BA degree and enter the fifth year BCLAD program.

2. To improve the quality of instructional biliteracy, engineers from Mexico are being supported to acquire a BCLAD credential in the area of math and teach in the secondary schools of Sweetwater UHSD.

3. For twenty-four years, the Department has addressed the preparation of Bilingual Single and Multiple Subjects teachers seeking a bilingual credential in partnership with school districts to provide relevant and effective instruction in K-12 settings for ethnolinguistic children to enter a high-tech and ethnically and linguistically diverse world.

The following are two international partnerships in which the department participates:

1. To incorporate the concept of an international educational experience into the preparation of bilingual teachers, the CSU Querétaro MS BCLAD program trains candidates in a bilingual cross-cultural context to become MS BCLAD teachers. San Diego State serves as the California site for the program which is run with a formal agreement between the CSU International Programs office and the Secretary of Education for the state of Querétaro, Mexico. CSU candidates from eight participating campuses study in Mexico for nine months and in San Diego for 10 weeks.

2. To provide another diverse international educational experience outside the U.S. a preservice and inservice summer institute in biliteracy studies has been developed in Avila, Spain.

Criteria for Selecting School Sites

Five criteria are used in selecting school sites for student teacher placement: (1) site location, (2) willingness of site administrator to cooperate with the student teaching program, (3) availability of Cooperating teachers holding CLAD and/or BCLAD certification, (4) significant numbers of English Learners whose first language is Spanish, and (5) exemplary curriculum which articulates state approved standards and frameworks.
Without the full cooperation of school principals the student teaching program would not be able to function. They must not only help in making placements, but also must arrange for such routine things as classroom space, parking, use of facilities and access to supplies by student teachers. A group of student teachers in a school puts extra burdens on supplies and facilities, requiring that team leaders and principals coordinate their logistical support of these programs. Principals also conduct periodic (informal) observations of student teachers, and are called upon, from time to time, to write placement file recommendations for student teachers.

Another selection criterion is student demographics. B/CLAD student teachers are placed in schools and communities where there are diverse populations of school students. At least one of the student teaching assignments must be in classrooms which have large numbers of students from various ethnic, linguistic, and socio-economic backgrounds and who are English learners. In practice, most student teachers are placed in linguistically and ethnically diverse settings each semester of their program. With the diverse population of San Diego County and efforts by local educators to achieve racial balance, most schools have a culturally diverse student population with many students whose first language is not English. At least one semester placement is in a bilingual classroom where Spanish is used as a mode of instruction. In order to insure that candidates are prepared for bilingual classrooms, they must complete the department Spanish language test with scores of 2.5 to enter the program, and must reach a 3 on a scale of 5 before exiting the program. If they do not reach this level, they will receive a CLAD credential rather than BCLAD and be placed in CLAD rather than BCLAD classrooms.

Collaborative Evaluation and Input

As stated earlier (under Standards 1 and 6), a department advisory council made up of district educators and parents assures a comprehensive representation and participation by public school professionals in the B/CLAD Multiple Subjects credential program at San Diego State University.

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

As mentioned in Standard 15c and d, since BCLAD candidates are specifically being prepared to teach in Spanish with English Learners, they will typically be working in hard-to-staff and/or under-performing schools. The cooperating teachers will have either the CLAD or BCLAD credential and will have been identified by both the site principal and the block coordinator as being effective models for the candidates.

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 supervising 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. AND
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.

A criteria for selecting a specific site is the availability of qualified Cooperating teachers
who are willing to make appropriate time and program commitments and who hold the
CLAD Certificate, Bilingual or B/CLAD certification or equivalent background and are
deemed good models in both Spanish and English instruction. Cooperating teachers are
selected who have at least three years of successful teaching experience and who are
judged by their colleagues and superiors to be strong teachers who can model effective
teaching practices and model good communication and collaboration with other teaching
professionals. Criteria for selection of B/CLAD cooperating teachers also includes their
knowledge and implementation of state adopted core curriculum, thematic instruction,
cooperative learning, student empowerment, balanced literacy based reading instruction
and degree of congruence with the philosophy of the PLC department regarding
education of English learners. In addition, cooperating teachers for the CLAD and
BCLAD placement are selected to aid student teachers in embedding ELD and SDAIE
and primary language development respectively-- in content areas.(See Standard 1).
Skills in observation and coaching are also considered. Cooperating teachers and
university supervisors are expected to help their student teachers plan for instruction and
to review student teachers' instructional plans -- at least on a weekly basis. They are
further expected to observe student teachers regularly and to provide regular feedback.
Cooperating teachers complete mid-term and final evaluations of their student teachers.
Final evaluation forms are made part of student teachers' job placement files.

Evaluation, Recognition and Rewards for Cooperating teachers

Cooperating teachers are initially selected by principals and assistant
superintendents from local school districts. The University assigns student teachers only
to those Cooperating teachers approved by the school districts. The work of Cooperating
teachers is evaluated by principals on an on-going basis to determine academic and
personal qualifications suiting them for supervising student teachers. The B/CLAD
Coordinator consults principals, assistant superintendents and university supervisors each
semester before placing student teachers. In this way, the informal evaluations of
Cooperating teachers are used in making placement decisions for student teachers.
Attention is given to the degree of support supplied by cooperating teachers to student
teachers regarding implementing ELD and SDAIE in content areas as well as primary
language development.

Student teachers also formally evaluate their cooperating teachers and university
supervisors at the end of each student teaching experience and at the end of the program.
These evaluations are used as feedback for future placement of student teachers and in
implementing ELD and SDAIE in content areas and primary language instruction.
Cooperating teachers are paid $25.00 for each semester unit of student teaching credit registered for by their student teachers. Elementary and secondary student teachers normally register for 4-12 units of credit each semester. Cooperating teachers receive $150.00 for each student teacher they have for a semester.

In addition to this honorarium, Cooperating teachers are awarded certificates of appreciation for their work with student teachers.

Selection of University Field Supervisors
University Field Supervisors are selected for their knowledge of schools and school practices, and for their knowledge of the teacher preparation program. They include faculty in the PLC department and experienced bilingual teachers. Among other theoretical concepts, training in the California Standards for the Teaching Professions, clinical teaching and supervision have been provided through department, college and district-sponsored workshops for several years. They will also now be introduced to the TPEs as well, although most supervisors will be familiar with the concepts inherent in the TPEs already. Although not used exclusively, the University's "Partners in Supervision" project has been responsible for training hundreds of local public school teachers and University supervisors in the techniques of clinical teaching and supervision. University supervisors visit student teachers at least eight times each semester while they are student teaching. Three-way conferences are held as necessary. Particular feedback on the primary language and ELD and SDAIE aspects of the student teaching experience are stressed, as are issues addressing classroom management, state frameworks and standards.

16 (e) Program sponsors and cooperating school administrators enable supervising 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 student teachers and intern teachers.

Cooperating teachers and university supervisors are oriented to the supervisory role via the master teacher and university supervisors’ handbook and cooperating teachers' orientation meetings sponsored by the PLC Department and/or the College of Education. University supervisors have the responsibility to help cooperating teachers understand their roles and the needs of student teachers. This is accomplished by means of private conferences that occur before student teachers begin full-time teaching responsibilities in the classroom or through more formal cooperating teachers orientation sessions.

B/CLAD cooperating teachers are invited to a yearly seminar. This seminar describes the total program, philosophy, skills taught in methods, expectations of students and cooperating teachers and the new TPEs and TPAs. While this seminar is not
mandatory, it is the department's goal that within three years all cooperating teachers will have attended.

16 (f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors’ expectations for supervising 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.

Professional development training for cooperating teachers is usually conducted by university and/or district personnel who are well trained in methods of clinical supervision as well as other models. These individuals, whether from the university, County Office of Education, or district personnel have been identified as distinguished in these critical areas.

16 (g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork 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 Expectations
The PLC Department distributes its handbook for cooperating teachers and university supervisors and for candidates to appropriate fieldwork participants. The various handbooks outline the roles and responsibilities of each participant so that the cooperating teacher, the field supervisor and the candidate are very aware of each one’s responsibilities and how each will be evaluated. Meetings among participants are held on a semester basis to ensure that the handbook is understood, as well as the new TPEs and TPA requirements. The handbooks detail the interventions that should take place when candidates encounter problems, e.g. conferencing to set expectations and goals when individuals are having difficulties with classroom management or lesson planning.
Program 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.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

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 admission to the credential program, documentation of candidates' state basic skills requirements are checked by a faculty advisor and the admissions committee. This documentation includes transcripts, CBEST and MSAT/PRAXIS, SSAT scores, waiver programs, assessments, and verification of successful experience working with elementary or secondary school students. At scheduled appointments, the program advisor completes the Planned Program Contract - B/CLAD Multiple or Single Subjects Credential forms for candidates. This is the final check of candidates' qualifications before being admitted to the program. Interviews are conducted with qualified applicants before final admission to the department to help determine their disposition for teaching.

In 1986, the California State University system established minimum scholarship standards for admission to teacher education programs. The goal was to ensure that all persons entering teaching credential programs were selected from the top half of their graduating classes, by campus and by major, at the twenty CSU campuses. Median grade points for twenty-one academic majors are listed for each of the twenty campuses. Students graduating from institutions outside the CSU system must meet system-wide GPA averages for each of the listed majors.

All applicants for post-baccalaureate study at SDSU must have a minimum GPA of 2.75 on the last 60 semester units attempted at the undergraduate level, or 2.67 in all baccalaureate and post-baccalaureate coursework. Candidates who fall below these levels, between 2.62-2.67, may petition the department admissions committee if they can document other special talents commensurate to coursework. The PLC Admissions Committee reviews the petitions on a case by case basis. The candidate also may petition the Dean of the College of Education for special admission status. Such students if
admitted, are admitted on a conditional basis only. Specific agreements are reached as to expectations for these students.

**Test Scores**

Two other indicators of scholarship for B/CLAD teacher education candidates are passing scores on the California Basic Educational Skills Test (for all candidates) and the MSAT/National Teacher Examination (or completion of the liberal studies waiver program for multiple subjects), or completion of an approved academic major (or PRAXIS/SSAT) for Single Subject. These tests must be successfully taken prior to admission to the B/CLAD Multiple Subjects or Single Subject Credential Program with a minimum 80% of passing score. The CBEST tests proficiency in reading, writing and mathematics. The minimum score acceptable is 123, with no single section score below 37. This test is offered six times per year. Students may retake any sections which they fail. The MSAT and PRAXIS/SSAT tests also have a set minimum score requirement.

In addition, candidates for the BCLAD credentials must take and pass the PLC Spanish Language and Culture examination. Candidates may enter the program scoring at 2.5 on a 5 point scale, but must be at the 3.0 level before completing the program. Those who do not will be recommended for the CLAD Credential rather than the BCLAD.

**Mexico BCLAD**

Candidates in the Mexico program may enter with a 2.0 on the Spanish language examination as they will have multiple opportunities to increase their language proficiency during the program. Some candidates have improved as much as 300% from entrance.

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.*

Candidates will demonstrate through coursework products, classroom observations, cooperating teacher and university supervisor evaluations that they are prepared to assume daily responsibility for whole class instruction. See Appendix C for cross-referencing of TPEs and courses.

**On-going Competency Check**

As indicated in an earlier standard of this document, candidates' developmentally designed sequence of coursework and field experiences are assessed by cooperating teachers and university supervisors throughout and at the end of each semester of the program, as are their acquisition of knowledge, theory and practice needed for successful teaching. The ability to ensure access to the core curriculum for students of diverse cultural and linguistic backgrounds, is part of these assessments as is the meeting the TPE competencies for the candidates. Candidates who do not meet the standards or are not prepared to take daily responsibility as per the TPEs are recommended for a "No Credit"
grade in student teaching. This immediately places such candidates in a probationary status with an automatic review by the Policy Studies Department Admission and Retention Committees.

During PLC 901-2 (MS) and PLC 903 (SS), candidates complete a portfolio with examples of their preparation program accomplishments. This includes a statement of educational philosophy and sample lesson plans. A Portfolio showcase is conducted at the end of the final semester and is evaluated by a panel of cooperating teachings, university supervisors, PLC faculty and other educational professionals.

Final Check

Final checks are made of students' records and program contracts, and the completion of the TPAs and RICA by the COE Credentials Office before credential applications are processed. All assessments of competency are cumulative. Records are maintained on students in the department office and no incomplete file, or file showing academic, or field experience deficiencies are sent to the Credentials Office.

Sequential Development of Specialty Teaching Skills

The development of the skills necessary to teach in the elementary and secondary schools is conceptually organized as having four components: (1) mastery of content knowledge, (2) representations of knowledge, (3) teaching strategies and (4) teaching experience.

Mastery of the content knowledge is (a) requisite to professional studies, and is (b) obtained through study in the Liberal Studies major for elementary and the academic subject matter for secondary (completion of the waiver program). The sequencing of academic studies in the content area occurs on two levels. First, differentiation is made between preparation courses (lower division courses numbered in the 100's and 200's) and courses for the special (upper division courses numbered in the 300's to 500's). Secondly, prerequisite courses are identified for each course and included in the General Catalog course description. The early field experience often occurs concurrently with academic content studies and includes direct observation and experiences in the subject matter and at grade levels for which the student aspires to be credentialed.

Communication and professionalism

B/CLAD student teachers are evaluated each semester on their abilities to communicate effectively with administrators, teachers and parents. They are expected to participate in parent conferences and other aspects of school life. Such experiences are considered by supervisors when they evaluate a student teacher's commitment to the profession (see Student Teaching Evaluation Form). Students are encouraged to evaluate their own skills and progress during post conferences following lessons and during mid-semester and final evaluation conferences with cooperating teachers and university supervisors before they are assigned full responsibility for the classroom.
Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework 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 (TPEs) 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 TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

18 (a) During the supervised fieldwork 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.

MS and SS candidates begin their student teaching experience by observing their cooperating teacher, working with students individually or in small groups as directed by the cooperating teacher and in consultation with the university supervisor. As the candidate becomes more comfortable in this setting, as evidenced via the TPEs, and with the agreement of the cooperating teacher, the university supervisor and the candidate, the candidate is given the opportunity to take on more and more responsibility in teaching the entire class. Candidates are given mid-term evaluations (which include the TPEs, see Appendix G) by both the cooperating teacher and the university supervisor and at such time as all agree, the candidate takes full responsibility for the classroom, for a minimum of two weeks.

Candidates in the BCLAD Multiple and Single Subjects programs are always placed in classrooms with significant numbers of English learners, for the most part of Spanish speaking backgrounds. These students will exhibit a broad range of abilities and skills providing the candidate with a broad range of experiences. Multiple Subjects candidates have the opportunity to observe and teach in the wide range of content areas of the elementary classroom and will spend the entire day, while Single Subject candidates spend one period per day in the classroom the first semester and additional time in the school observing other procedures. Second semester, Single Subjects
candidates teach three periods per day. This classroom experience will provide further preparation for meeting Tasks 2-4 of the TPAs.

18 (b) In the supervised fieldwork 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 C) as it applies to and/or is used in the teaching of English language development.

As mentioned in 18(a), BCLAD candidates are always placed in classrooms with English learners and are given a significant opportunity to teach ELD (TPE 7, Standard 13). For Multiple Subjects (MS), one of these placements is in a classroom where students are at a beginning reading level (lower grades) so that they have ample opportunity to teach emergent reading skills (Standard 7, TPE 1-15). As well, as they take on more classroom responsibilities, they will use the California content standards and frameworks as they teach in the other content areas of the elementary classroom (Standard 8a, TPE 1-15). Practice teaching assignments in one of these areas will form the core of the response to TPA Task #4.

18 (c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

As mentioned in 18(a), BCLAD candidates are always placed in classrooms with English learners and are given a significant opportunity to teach ELD (TPE 7, Standard 13). For Single Subjects, one of these placements is in a classroom where students are at a beginning reading level in English so that the candidates have ample opportunity to develop strategies for teaching English reading skills (Standard 7, TPE 1-15). As well, as they take on more classroom responsibilities, they will use the California content standards and frameworks as they teach specific to their content areas (Standard 8b, TPE 1-15). Practice teaching assignments in one of these areas will form the core of the response to TPA Task #4.

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 her/his 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). AND
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 B.

The TPEs and the TPA tasks are in direct alignment with the portfolio prepared by both MS and SS BCLAD Candidates, which is a result of their practice teaching and all coursework. These portfolios are also aligned with the CSTP (see CTC alignment matrix, Appendix C) Candidates’ cooperating teachers and university supervisors guide the candidate throughout the year in the process of documenting these tasks through conferencing and regular visits. In PLC 901/902 (Portfolio development), and 960 (Seminar) for Multiple Subjects and in PLC 903 (Seminar) for Single Subjects, candidates are then formally assessed for Tasks 1-4. Faculty responsible for these courses act in collaboration with the field supervisors to ensure candidates’ preparedness to complete all the TPA tasks, RICA and the portfolio.

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.

MS and SS teacher candidates are formally evaluated four times during their student teaching experience, two are formative assessments, conducted midway through each semester, and two are summative, at the end of each semester of student teaching. These evaluations are reviewed among the cooperating teacher, the university supervisor, the block leader and the candidate. As well, informal feedback is provided daily by the cooperating teacher, after each visit by the supervising teacher and on a regular basis by the block coordinator, as needed. The evaluation forms (see Appendix G) are aligned with the TPEs and the CSTP.

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.

Block coordinators meet regularly with site administrators regarding placement of candidates, and appropriate assignments and tasks. PLC department advisory board meetings provide another source of input for district based staff to affect the types of courses, activities and field experiences of MS and SS BCLAD candidates.
Program 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 satisfactory performance on the full range of the TPEs 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 TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.

Program Elements for Standard 19: Assessment of Candidate Performance

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 assessment, and provided timely feedback on their performance in relation to the TPEs.

Formative and summative assessment are carried out systematically and in a variety of ways in the BCLAD Single & Multiple subjects program, and in all areas are aligned with the TPEs. Formative assessment is primarily carried out during the program, while summative evaluations are carried out at the end of segments of the program, e.g. via cooperating teacher and university supervisor evaluations (student teaching) and course products (coursework). Finally, the TPAs are used as summative evaluations throughout the program and are aligned (see below) with each of the TPEs. The following further explains how and when the formative and summative evaluations are performed.

Preliminary Competency Check

Prior to admission to the credential program, a faculty advisor and the admissions office staff check documentation of candidates’ competencies. This documentation includes transcripts, CBEST and MSAT/NTE (multiple subjects) or PRAXIS/NTE (single subject) scores, waiver programs, assessments, and verification of Spanish language proficiency and successful experience working with elementary school children. At scheduled appointments, the program advisor completes the Planned Program Contract - B/CLAD Multiple and Single Subjects Credential forms for candidates. This is the final check of candidates' qualifications before being admitted to the program.

The Cohort Leader, faculty, cooperating teachers and university supervisors all participate in the formative evaluations. Faculty evaluates student work in each of the courses as aligned to the TPEs (see course syllabi for alignment detail). Student work and assignments include development of units and lesson plans, case studies of students, demonstration lessons, reports on observations and investigations in classrooms,
reflections on teaching experiences, and examinations. These assignments are evaluated based on the instructor’s criteria, thus involving the professional judgments of faculty. In many cases, students submit drafts and receive feedback from the instructor to shape and enhance the content of course assignments and products. These products are graded and returned to the candidates as part of the course grading process. Assignments are designed to prepare teacher candidates with the analytical and performance skills to plan and deliver effective instruction according to students’ academic competencies and needs.

Course outcomes are also aligned with the TPEs (see Appendix C, Table 5). Cooperating teachers and university supervisors oversee the student teaching process and maintain constant contact with the candidate providing ongoing feedback. Evaluation forms used for this purpose are also aligned with the TPEs (see Appendix G, last pages). The cohort leader is ultimately responsible for maintaining records of how the candidate is progressing throughout the year.

Cooperating teachers and University supervisors are also provided workshops and training on the evaluation process with the TPEs at the beginning of the credential program and also at the beginning of the second semester student teaching experience. The elements of Category D, Standards 15-18 and the TPEs, including the ability to ensure access to the core curriculum for students of diverse cultural and linguistic backgrounds are part of these trainings.

19 (b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair, and effective.

On-going Competency Check:
As indicated throughout Standards 15-18 of this document, candidates' are provided feedback on their student teaching by cooperating teachers and university supervisors throughout (formative) and at the end of each semester (summative) of the program. This is accomplished through candidate/supervisor conferences and formal evaluations that have been developed to be clear, fair and effective. The cohort leader, and/or department faculty coach both cooperating teachers and university supervisors on the evaluation process with the TPEs. The elements of Category D, Standards 15-18 and the TPEs, including the ability to ensure access to the core curriculum for students of diverse cultural and linguistic backgrounds, are part of these assessments (see Cooperating and University Supervisor’s evaluation forms, Appendix G). Specifically, summative and formative assessment is embedded in the student teaching experience. University supervisors complete the observation forms for each visit to a student teacher’s classroom. The candidate is provided the original form and the University supervisor keeps a carbon copy in his/her file. The cooperating teacher and the University supervisor complete a more formal formative assessment in a triad conference with the student teacher at midterm in the student teaching assignment. The midterm evaluations
for first and second semester student teaching do not become part of the candidate’s permanent record. The Cohort Leader of each cohort group is responsible for collecting these evaluations and delivering them for filing in the PLC office. The final evaluations from each student teaching assignment are field and used for the application for the credential process.

Candidates who do not meet the standards are recommended for a "No Credit" grade in student teaching. This immediately places such candidates in a probationary status with an automatic review by the Policy Studies Department Admission and Retention Committees. Coursework products also provide on-going competency checks and are evaluated throughout the program by course instructors. Outcomes for courses are aligned to the TPEs (see Appendix C, Table 5). PLC 902 (MS) and PLC 903 (SS) also provide another significant portion of the Summative Assessment. Within this course, candidates complete a portfolio with examples of their preparation program accomplishments. This includes a statement of educational philosophy and sample lesson plans.

The second part of the Summative Assessment focuses on the completion of the TPAs. Candidates complete various TPAs throughout the program, using the following model:
Teacher Performance Assessment

<table>
<thead>
<tr>
<th>TASK</th>
<th>TPEs</th>
<th>Standards</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Developmentally appropriate pedagogy</td>
<td>1, 6, 14, 15, 16</td>
<td>14</td>
<td>SPED 450 PLC 923 (MS) &amp; 924 (SS)</td>
</tr>
<tr>
<td>1.2 Assessment practices</td>
<td>1, 3, 15</td>
<td>3-8, 15</td>
<td>All methods courses and courses taken at the end of program in PLC 960 (MS) or PLC 903 (SS)</td>
</tr>
<tr>
<td>1.3 English Learners</td>
<td>1, 7-8, 14-16</td>
<td>13-16</td>
<td>PLC 401 &amp; PLC 915</td>
</tr>
<tr>
<td>1.4 Exceptional Needs</td>
<td>1, 4, 12, 14-16</td>
<td>5-8, 14-15</td>
<td>Appropriate methods courses including reading methods PLC 931 &amp; 932 (MS) and PLC 933 (SS); PLC 960(MS) &amp; PLC 903 (SS) seminar</td>
</tr>
<tr>
<td>2 Connecting student Characteristics to Instructional Planning Assessment</td>
<td>4, 6, 7, 8, 9 15, 16</td>
<td>10-12</td>
<td>Methods courses and PLC 960(MS) &amp; PLC 903 (SS) seminar</td>
</tr>
<tr>
<td>3: Classroom Assessment of Learning Goals</td>
<td>3, 6, 7, 8, 9 13, 15</td>
<td>5-8</td>
<td>Appropriate methods courses including reading methods PLC 931 &amp; 932 (MS) and PLC 933 (SS); PLC 960(MS) &amp; PLC 903 (SS) seminar</td>
</tr>
<tr>
<td>4: Lesson Design, Implementation and Reflection after Instruction</td>
<td>2-11, 13-16</td>
<td>3-8, 15</td>
<td>PLC 960, &amp; PLC 903 seminars and Student Teaching PLC 961 &amp; 962 (MS) and PLC 963 &amp; PLC 964 (SS)</td>
</tr>
</tbody>
</table>

All candidates complete a program evaluation of all program courses, field experiences, and student teaching placements as part of the exit interview held by PLC Faculty. When all of the above have been completed satisfactorily, the candidate proceeds to 19 (c).

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.

A Portfolio Showcase at the end of the credential program serves to document the candidates’ course work products, TPE skills, and TPA outcomes. The Portfolio Showcase is held at the end of the program. Candidate’s portfolios are assessed by at least two education professionals and the results are reported to the cohort leader. The
portfolio of each candidate is reviewed. The Cohort Leader reviews the final performance of candidates to ensure that they have met all TPE and TPA’s requirements. If the candidate does not pass the showcase, recommendations are made for improvement in the form of additional documentation, course or field experiences are recommended (see Appendix I, Portfolio Showcase and Exit Review Form). Upon successful completion of program portfolio and TPA’s, the program submits the candidate’s documents to the Credential Analysts Office.

Final Check

The BCLAD cohort leader signs the student contract to indicate that all requirements have been completed. The BCLAD program contract is sent to the College of Education Credentials Analysts Office. Final checks are made of students' records and program contract by the COE Credentials staff (ED 151) before credential applications are processed. All assessments of competency are cumulative. Results of the TPA summative assessment tasks are included in the candidates’ files and verification of completion is part of the final credentials check for earning a preliminary credential. Records are maintained on students in the Credentials Analysts Office and no incomplete file, or file showing academic, or field experience deficiencies is processed for a credential.