

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM RESPONSE**

**BILINGUAL CROSSCULTURAL LANGUAGE AND
ACADEMIC DEVELOPMENT (BCLAD)
MULTIPLE SUBJECT CREDENTIAL (2042)**



**Submitted to
California Commission on Teacher Credentialing**

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Contact Information

Lillian Vega-Castaneda, Professor
Coordinator of Curriculum
805.437.8872
lillian.castaneda@csuci.edu

California State University Channel Islands
One University Drive
Camarillo, CA 93012

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BCLAD Emphasis Addendum Submission to the 2042 Multiple Subject Teacher Preparation Program California State University Channel Islands

Introduction

The following submission is a formal response to the Bilingual Cross-cultural Language and Academic Development (BCLAD) standards for anticipated implementation at California State University Channel Islands. We have spent the last year planning our coursework and putting it thru our university curriculum process for approval. We understand that anticipated approval will be for a short duration of time, given that the CCTC is working on the development of a new set of professional standards for bilingual certification. However, we are hopeful that the Commission will review this submission for approval so that we may offer our students bilingual certification until such time the CCTC develops and approves the new certification requirements, at which time, CSUCI will re-submit according to the new guidelines.

Organization of the Addendum

We have organized this addendum according to the BCLAD emphasis requirements, including the common standards, pre-conditions and program standards. We have attached a copy of our current Multiple Subject Program document so that we can illustrate how we are addressing the BCLAD requirements in the context of our 2042 document. Attached to the document are several key BCLAD course proposals and syllabi. The remaining syllabi can be found in the 2042 document for the Multiple Subject Program which has been submitted to the CCTC for our upcoming accreditation visit in May 2007.

Common Standard 3 - Faculty

Qualified persons are hired and assigned to teach all courses and supervise all field experiences in each credential preparation program. Faculty reflect and are knowledgeable about cultural, ethnic, and gender diversity. The institution provides support for faculty development, and recognizes and rewards outstanding teaching. The institution regularly evaluates the performance of course instructors and field supervisors, and retains in credential programs only those individuals who are consistently effective.

BCLAD Emphasis Program

Faculty who supervise the (Bilingual) Cross-cultural, Language, and Academic Development Emphasis (BCLAD) candidates possess the language, skills and cultural knowledge and sensitivity that are essential to supervise teachers performing in English and the language of emphasis for bilingual programs.

RESPONSE

Each candidate for the BCLAD emphasis will be supervised by a faculty member who is fully bilingual and bicultural. This includes fluency in English & Spanish, expertise in teaching in bilingual K-12 settings. Currently, CSUCI has full-time, tenure track and part-time faculty members to supervise bilingual student teachers, including:

- Manuel Correia, Assistant Professor
- Kathleen Contreras, Lecturer
- Maria Denney, Assistant Professor
- Lillian Vega Castaneda, Professor

Common Standard 5 - Admission

In each professional preparation program, candidates are admitted on the basis of well-defined admission criteria and procedures (including all Commission-adopted admission requirements) that utilize multiple measures. The admission of students from a diverse population is encouraged. The institution determines that candidates meet high academic standards, as evidenced by appropriate measures of academic achievement, and demonstrate strong potential for professional success in schools, as evidenced by appropriate measures of personal characteristics and prior experience.

BCLAD Emphasis Program

Candidates seeking the bilingual (BCLAD) authorization must be assessed to determine eligibility for entry into the program. The institution must verify, during the program or at its completion, that the candidate has attained, in listening, reading, speaking and writing, a language proficiency level that is equivalent to or higher than three (3) on the (former) FSI scale established by the Foreign Service Institute. The Commission has established examinations that assess these competencies in the language commonly utilized in bilingual education in California.

RESPONSE

Students who wish to complete the BCLAD Emphasis in Spanish should sign up for the language assessment prior to admission. This must be passed prior to the beginning of bilingual student teaching. Please visit the website of the California Commission on Teacher Preparation for information regarding the administration of the CSET: LOTE which will be combined after the final submission of the June 2007 administration of the BCLAD examination. The LOTE examination will serve as the examination for all bilingual candidates with respect to fluency and proficiency in the target language, i.e., listening, speaking, reading and writing (Spanish).

Common Standard 6 – Advice and Assistance

Qualified members of the institution's staff are assigned and available to advise candidates about their academic, professional and personal development, as the need arises, and to assist in their professional placement. Adequate information is readily available to guide each candidate's attainment of all program and credential requirements. The institution assists candidates who need special assistance, and retain in each program only those candidates who are suited for entry or advancement in the education profession.

BCLAD Emphasis Program

Each candidate is provided with timely information about the language examination, such as times and dates of administration.

The program provides opportunities for candidates to acquire and/or enhance their language and cultural competencies.

RESPONSE

Students receive regular updates regarding the administration of CCTC approved language examinations in several ways, including the monthly Credential Office Newsletter, announcement posted on BlackBoard, and email announcements sent to all students enrolled in the pre-requisite courses. Additionally, our candidates are advised via the Liberal Studies Option and through faculty, that they may take courses in the Spanish Program, which offers Spanish coursework from the beginning to advanced levels.

With respect to language and cultural competencies, the Spanish Program offers coursework in preparing candidates for Spanish use in an educational context. We also provide our students with information regarding international study abroad programs in Spanish-speaking countries, including Spain and Cuernavaca, Mexico; two of our Spanish professor's are involved in both of these academic and cultural opportunities. As part of the pre-requisite program, our candidates complete coursework in both multicultural foundations -(EDUC 512 – Equity, Diversity and Foundations of Schooling and in Latina/o specific cultural issues, EDUC 445 – The Chicano Mexican Child and Adolescent.

Common Standard 7 - School Collaboration

For each credential preparation program, the institution collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well developed rationale.

BCLAD Emphasis Program

The field settings are appropriate for the Bilingual, Cross-cultural, Language, and Academic Development Emphasis (BCLAD) authorization. The Bilingual Cross-cultural, Language and Academic Development (BCLAD) candidates are also placed in teaching settings where literacy and academic content are taught in the language of emphasis for at least one extended teaching assignment.

RESPONSE

BCLAD candidates will be placed in a fieldwork/student teaching setting where bilingual (Spanish/English) teaching and learning occurs. The BCLAD candidate will have at least one fieldwork and one student teaching experience in a bilingual setting, with a certificated bilingual teacher. Each candidate will have practice in helping with and eventually teaching literacy and academic content in Spanish and in English. We will

make an effort to provide bilingual student teaching in both semesters. Each BCLAD candidate will also complete two primary language courses during both semesters: EDML 563 - Primary Language Pedagogy and Literacy I and EDML 564 - Primary Language Pedagogy and Literacy II.

Common Standard 8 – District Field Supervisors

Each district-employed field experience supervisor is carefully selected, trained in supervision, oriented to the supervisory role, and certified and experienced in either teaching the subjects of the class or performing the services authorized by the credential. District supervisors and supervisory activities are appropriately evaluated, recognized and rewarded by the institution.

BCLAD Emphasis Program

Each classroom teacher who supervises one or more student teachers is (a) certified, (b) experienced in teaching the subjects of the class, (c) a model of effective instruction for LEP students, (d) trained in supervision and oriented to the supervisory role, and (e) appropriately evaluated.

Teachers who supervise Bilingual Cross-cultural Language, and Academic Development (BCLAD) candidates possess a valid bilingual credential or certificate and model effective bilingual and multicultural instruction.

RESPONSE

Each district field supervisor for the BCLAD candidates is certificated/credentialed to teach English Learners and has experience in, and teaches in a bilingual (Spanish/English) classroom setting. The district-employed field experience supervisor may hold a BCLAD certificate, a bilingual certificate of competency or other approved California bilingual credential. Each bilingual field supervisor will be teamed with one of CSUCI's bilingual faculty members for ongoing communication regarding the bilingual field/student teaching experience. The CSUCI bilingual faculty member will act as an institutional contact for the supervisor to communicate with, on questions and/or issues regarding the bilingual placement and experience. Additionally, at least once a semester, the bilingual supervising classroom teachers will meet as a group at the CSUCI campus for a day of professional development around themes of primary language, literacy and content instruction in bilingual settings. During the first semester, the bilingual faculty, Program Chair and Field Experience Coordinator will meet with the bilingual supervising teachers for an orientation to the CSUCI Education and Bilingual program, including the supervisor's role.

CALIFORNIA PROGRAM STANDARDS

Program Standard 2 – Development of Professional Perspectives

Prior to or during the program, each candidate studies essential themes, concepts and skills related to the subjects to be taught, including knowledge of the history and traditions of the field, its role in the curriculum of public education, and ethical issues

embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to fundamental issues, theories and research in education.

BCLAD Emphasis Program

Prior to or during the program, each candidate demonstrates an understanding of essential themes, concepts and skills related to the subjects and first and second language development including knowledge of the history, traditions, and the legal foundations of the field, its role in the curriculum, and ethical issues embedded in it. Each candidate develops a professional perspective by examining contemporary schooling policies and teaching practices in relation to significant issues, theories and research in education.

Additions to the factors to consider:

- Each candidate demonstrates an understanding of the language(s) used as the medium of instruction
- The course of study includes intensive study of pedagogical approaches and materials for teaching the subjects and language(s) to be authorized by the credential, such as state curriculum documents and the curricular recommendations of professional associations in education;
- Each candidate demonstrates an understanding of the legal foundations of the field
- Coursework prior to or during the program presents information about the historical and contemporary status of linguistic and cultural groups, with emphasis on their contributions in the subjects to be taught;
- The program provides opportunities for each candidate to develop the cross-cultural knowledge and multicultural competencies necessary to interact effectively with children and adults from linguistically and culturally diverse groups.

RESPONSE

The Multiple Subject 2042 program fosters candidates' development of professional perspectives beginning at the outset of the program and continuing to its conclusion. The content and experiences offered in courses and field experiences provide for candidates' growth and development related to the specific areas of this standard. (Please reference the Multiple Subject 2042 document for more information about our program offerings and development of professional perspectives).

- Several undergraduate course (taken as part of the Liberal Studies Program) , EDUC 101 – Introduction to Elementary Schooling and EDUC 320 – Education in a Modern Society and one pre-requisite course, EDUC 512 – Equity, Diversity and Foundations of Schooling, lay the foundation for candidates beginning their careers as educators.
- In several courses, namely EDUC 512 – Equity, Diversity and Foundations of Schooling, ENGL 475(pre-requisite) – Language and Social Context and EDMS 522 – Literacy 1: Multicultural/Multilingual and EDMS 523- Literacy 2: Multicultural/Multilingual, students discuss current issues, trends and research

related to the subjects to be taught in the schools, including balanced literacy programs; bilingual education, immersion education, sheltered techniques, specially-designed instruction in English (SDAIE), two-way immersion, year-round schooling, alternative forms of assessment, integrated thematic instruction and appropriate uses of technology in teaching and learning.

- BCLAD candidates learn about and apply the various California State Curriculum Frameworks and content standards and examine state and national documents in order to acquire additional knowledge about content, scope and sequence, and instructional strategies utilized in the California schools, (e.g., English Language Arts Framework, Reading and Language Arts Standards, English Language Learner Standards. Additionally, candidates examine the various approaches to the design and delivery of bilingual curriculum and instruction in California, e.g., primary language and literacy, primary language content, English as a Second Language.
- Provisions are made for discussion of the historical, social, philosophical and psychological aspects of curriculum and instruction, and relevant issues and trends such as grouping of students in mainstream and cross-cultural contexts, grading, and roles of the teacher. These discussions begin in the pre-requisite courses (EDUC 512; ENGL 475) and continue throughout the methods instruction (EDML 563 & EDML 564) and student teaching seminars and student teaching experience.
- During the field experience, the BCLAD candidate has opportunities to observe the education process and to reflect on those observations/practices (e.g., through seminar discussions, reflective writing and journals with faculty and university supervisors.
- As reflected in coursework and applied in the field, BCLAD candidates analyze the work of major education theorists, and are expected to study and apply research on effective instruction in mainstream settings, as well as in bilingual and multicultural settings, with respect to instruction for English Learners/Spanish speaking students. (Please refer to the course syllabi for ENGL 475, EDUC 512, EDML 563, EDML 564, EDMS 522 & EDMS 523). These are attached to the 2042 MS document. It should further be noted that ALL candidates in the BCLAD/2042 program must demonstrate an understanding of the sociocultural/linguistic context which may impact student performance, as well as teachers' thinking and perceptions/expectations of students. Specific activities and related readings address cross-cultural knowledge and multicultural competencies (EDUC 512, ENGL 475 & EDUC 445).
- All candidates for the 2042 credential earn an English Learner Authorization. Much of the 2042 Multiple Subjects Program focuses on preparing candidates in the theoretical/conceptual framework for work with linguistically diverse students in a variety of classroom settings, including English Only, mainstream, multiple language, multicultural.
 - o Of note: For candidates wishing to acquire the BCLAD Emphasis, 2 additional courses are required: EDML 563 – Primary Language Pedagogy 1 and Literacy and EDML 564 – Primary Language Pedagogy and Literacy 2.

- BCLAD candidates are not grouped into a separate cohort, and are integrated into cohorts with non-bilingual 2042 candidates. However, BCLAD students take the 2 primary language and pedagogy courses together, and, the course is taught primarily in Spanish.

Program Standard 3 – Orientation to Human Development & Equity

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize children and adolescents during several periods of development. Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and instructional practices.

Expansion of the Standard (BCLAD) – Standard 3a

Prior to or during the program, each candidate is oriented to common traits and individual differences that characterize the developmental stages of children and adolescents including first and second language development. Factors to consider:

- Each candidate examines theories of human learning and cognition, including first and second language acquisition and studies ways to identify students' preferred learning modes or styles.
- Each candidate examines the social, psychological, cultural and economic factors that affect first and second language development use;
- Each candidate is provided with the opportunity to learn about the diversity of other educational systems in the international community to better understand the educational needs of diverse students;
- Each candidate has an understanding of the "deficit models" of language and culture and is provided with enrichment models in his/her preparation;
- Each candidate examines the social and psychological factors that empower students in the educational system.

Equity – Standard 3b

Each candidate examines principles of educational equity and analyzes the implementation of those principles in curriculum content and educational practices.

Factors to consider:

- Each candidate studies classroom practices and instructional materials that promote educational equity, and ones that undermine equity among students from ethnically, culturally, racially and linguistically different backgrounds, who are of different gender, socio-economic levels and with differing handicapping conditions.
- Professional educational coursework provides historical, legal, social, political, economic, and multicultural/multilingual perspectives on the role of education and schools in the local community and in different societies.

RESPONSE

Prior to entering (and within) the MS 2042 program (and consistent with BCLAD Standard 3a in terms of content) candidates must take 3 three-credit courses: ENGL 475 – Language & Social Context, EDUC 512 – Equity, Diversity and Foundations of Schooling and EDUC 510 - Learning Theory & Development Applied in Multicultural Contexts In **ENGL 475: Language & Social Context**, candidates are introduced to the

foundations of first and second language acquisition and development within a sociocultural and sociolinguistic context. Issues of first and second language development is an ongoing focus as candidates enter the program (EDMS 522 & EDMS 523, Literacy 1: Multicultural Multilingual and Literacy 2: Multicultural/Multilingual, respectively).

In **EDUC 512, Equity, Diversity & Foundations of Schooling**, issues of culture as “difference” and in relation to language for English Only, English Learner and other language contexts, ethnicity, class, race, gender, sexual orientation are addressed. Includes discussion and activities related to differences in terms of language, culture, learning styles, and motivation, as well as district, school and classroom practices that either undermine or promote educational and social equity. In **EDUC 510 – Learning Theory & Development Applied in Multicultural Contexts**, candidates address the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition.

EDUC 512 – Equity, Diversity & Foundations of Schooling – Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse families, families, schools and communities and student’s self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity, implications for daily classroom practice.

ENGL 475 –Language in Social Context – Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed are differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development.

EDUC 510 – Learning Theory & Development Applied in Multicultural Contexts. Introduction to the psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Students begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 445 – The Chicano/Mexicano Child and Adolescent – Examines the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational

and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.

Part of the 2042 Multiple Subject Program includes continued emphasis and development of knowledge related to language and literacy for English Only and second *language learners*. *In EDMS 522 & EDMS 523, candidate's students learn about the critical role that literacy plays in overall academic success:*

EDMS 522 – Literacy 1: Multicultural/Multilingual. Topics include developmental theory and practice of the reading and writing process across the grade levels; study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English Language Learners in English-only, Multilingual, and Bilingual contexts; literacy and language needs of English Language Learners and exceptional children; technology for teaching and learning is integrated.

EDMS 523 – Literacy 2: Multicultural/Multilingual. Differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students. Topics include reading and writing skills across the content areas and literature-based instruction for native English speakers and English Language Learners in English-only, Multilingual and Bilingual contexts. Needs of English Language Learners and exceptional children, technology for teaching and learning are integrated.

Candidates explore and critically analyze various conceptual frameworks that support the education of English Learners; deficit, enrichment, subtractive, additive and inclusive models of education are developed and analyzed at the local, national and global contexts, in several courses including: ENGL 475, EDUC 512, EDML 563, EDML 564 & EDUC 445.

Program Standard 5 – Preparation for Multicultural Education

Prior to or during the program, each candidate engages in multicultural study and experience, including study of second language acquisition and experience with successful approaches to the education of linguistically different students.

BCLAD Emphasis – Preparation for Multicultural and Multilingual Education

Prior to or during the program, each candidate engages in multicultural and cross-cultural study and experiences, including first and second language acquisition and successful approaches for the education of linguistically and culturally diverse students.

Additions to the factors to consider:

- Each candidate examines effective ways to include cultural traditions and involve parent and community members in school activities;

- Prior to or during enrollment in the program, each candidate participates in field experiences in schools and classrooms where the students are culturally, racially, linguistically, and or socio-economically different from candidates;
- Each candidate has the opportunity in the program to develop multicultural competencies, to examine racism and to evaluate personal attitudes towards people of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individuals with differing handicapping conditions.
- Coursework prior to or during the program provides opportunities for each candidate to learn about the impact of social, political and economic issues (such as immigration, urbanization and discrimination) on linguistically and culturally diverse groups and their educational status and attainments.
- Each candidate examines the social patterns and economic and political context of contemporary immigrant groups and their experiences in the country of origin and the impact of this context on teaching strategies.
- Each candidate in the program has the opportunity to examine the process of acculturation and assimilation and other concepts relevant to the adaptation of immigrants to American society.

RESPONSE

The majority of Multiple Subject teacher education candidates at CSUCI are liberal studies majors. The liberal studies curriculum requires that students engage in cross-cultural study, including linguistics and history of California. Topics related to language acquisition, language structure, methodology of bilingual, ESL and content area instruction, as well as culture and cultural diversity serve as the foundation for the preparation for teaching English Learners. The theme of diversity and inclusion is demonstrated throughout the program, beginning with the University Mission Statement and introductory/prerequisite courses.

Candidates also experience and participate in culturally diverse schools prior to and during the program. Candidates are encouraged to observe and participate in culturally diverse schools and classrooms in the liberal studies or undergraduate courses (e.g., EDUC 101- Introduction to Elementary Schooling which includes 30 hours of field experience in the elementary school. Further, one field experience assignment in the Multiple Subject Credential Program must be in a setting where a significant number of the students are representative of a culture different from the candidate.

During coursework, 2042 Multiple Subject candidates examine and analyze various notions of culture and language with regard to learning and instruction. EDUC 512 – Equity, Diversity & Foundations of Schooling is a prerequisite course for students entering the credential program. This course focuses on generic issues of culture (e.g., the nature of culture, manifestations of, and cultural diversity in California, the US and global). This course explores culture within a socio-cultural/sociolinguistic context. It is designed to contribute to the candidates' thinking about children from ethnic and linguistically diverse backgrounds. As students acquire a socio-cultural conceptual framework for working with diverse students, they begin to apply these in the classroom

setting during fieldwork and student teaching. Additionally, candidates examine notions of racism and critical evaluation of their own personal attitudes toward racism, bias, etc.

In the learning and instruction course, EDUC 510 – Learning Theory & Development Applied in Multicultural Education Contexts, the candidate prepares lessons that are specially developed to address the specific needs of students from linguistically and culturally diverse backgrounds. They prepare lessons utilizing English Language Development and Specially Designed Academic Instruction in English. Lesson development and delivery in a variety of instructional settings is part of the preparation, including English Only, multilingual and bilingual. In EDUC 451 – The Chicano/Mexicano Child, students completing the BCLAD will examine socio-cultural experiences and political/economic realities pertinent to the daily lives of Latina/o, Mexican origin children and adolescents. During EDML 522 & EDML 523, students will further examine personal notions of language and literacy with respect to English Learners. BCLAD students will further develop their understanding of language and literacy application for Spanish speaking students during EDML 563 and EDML 564 – Primary Language Pedagogy & Literacy.

Program Standard 6 – Preparation Student Teaching Responsibilities

Prior to assuming daily student teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The Program offers adequate opportunities to learn knowledge and skills that are pertinent to Standards 11 through 20 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

BCLAD Emphasis

Prior to assuming daily teaching responsibilities, each candidate in the program has adequate opportunities to acquire knowledge and skills that underlie the Standards of Competence and Performance in Category III. The program offers adequate opportunities to acquire the knowledge and skills that are pertinent to Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential to ensure that students have equal access to the core curriculum and (b) communication skills including the integration of speaking, listening, reading and writing to students from linguistically and culturally diverse groups.

RESPONSE

Beginning in 2001 with the arrival of the first group of faculty, members of the CSUCI faculty met with area educator's to begin the development of the credential programs at CSUCI. With the addition of new tenure-track faculty, we have continued to refine our programs. An important aspect of the Education Program (beginning in 2001 and continuing today, 2007) is the emphasis on preparing our candidates to address issues of first and second language acquisition and pedagogy, curriculum and instruction based on research in the areas of first and second language acquisition, effective English language development instruction across the curriculum, and effective instruction in multiple-language settings (Faltis, 2007; Cummins, 1994; Cook, 2000; Cazden, 1992; Hakuta &

Butler, 2000; Thomas & Collier, 1997; Pray & MacSwan, 2002; Watson-Gegeo, 2004). The number of students who are English language learners in California continues to increase. We understand that our students must be equipped to address the needs of children from diverse language and cultural contexts.

Our credential candidates are introduced to the critical competencies and practices (ongoing) associated with Program Standard 6, in coursework and field experiences. These competencies are reinforced during the student teaching experience. These competencies include effective theory and practice in mainstream and in specific multi-language and bilingual classroom settings with respect to various approaches to instruction, e.g., sheltered instruction, specially designed instruction in English, primary language instruction (for BCLAD candidates) and English Language Development. Each candidate is prepared to work with a variety of issues that may be present in any given classroom situation, including a mix of English Only & EL's. During EDML 522, Literacy 1: Multicultural/Multilingual, Literacy 2: Multicultural/Multilingual, candidates learn about (1) theory and practice in reading and language instruction (for EO and EL students); (2) utilize information (gained through coursework, readings, cooperative group work, lectures and assigned observations during fieldwork) on first and second language acquisition theory, to plan and deliver lessons that incorporate general language and literacy instruction. Students are expected to plan reading instruction for ALL students, regardless of their language background. Candidates have in-class and field-work opportunities to plan curricular and instructional activities in a variety of contexts, including second language & literacy instruction. Students learn skills in ENGL 475 and EDUC 512 related to oral, written and nonverbal communication in English.

BCLAD candidates take further coursework EDML 563, Primary Language Pedagogy & Literacy 1 and EDML 564, Primary Language & Literacy 2, that is taught in Spanish, and models various bilingual instructional methods which can be applied to the fieldwork and student teaching experiences. These courses are taught in Spanish and English. The primary language courses prepare the candidate for teaching content, knowledge, and skills in Spanish, including language and literacy instruction. EDML 563 covers grades K-3 and EDML 564 covers grades 3-8. The following competencies are covered across the 2 courses.

- the nature of language and literacy teaching and learning in the primary language (e.g., content, oral, support)
- interpretation and application of knowledge and skills related to organizing for instruction in two languages
- methods of Spanish language and literacy instruction in bilingual settings
- effective use of primary language and literacy curricular materials for K-8 classroom instruction
- lesson planning for primary language and literacy instruction for grades K-3 across the content areas and for language and literacy instruction
- analysis of the interrelationship between various types of bilingual programs, e.g., two-way, dual immersion, early/late exit.

During the pre-requisite EDUC 512 – Equity, Diversity & Foundations of Schooling, candidates learn about underlying cultural influence/s of communication and interaction in a given context. Students analyze sociocultural contexts and potential match/mismatch in a given school/instructional setting. Nuances such as non-verbal communication are studied within the context of overall classroom implications, and with respect to the individual child. Research shows that for English Learners, there is often a cultural mismatch between home and school cultural norms, and ways of communicating, interacting, and approaches to learning and task accomplishment. Often, this occurs at an implicit, invisible level. This type of cultural exchange may contribute negatively to the teachers' ideas, notions and perceptions of the students' ability to succeed in school. EDUC 512 provides a strong theoretical base (as supported in group processes, readings, lectures) with direct classroom applications. (See course syllabus for EDUC 512).

With respect to the competencies associated with the culture of emphasis (Latina/o), BCLAD students take EDUC 445 – The Chicano/Mexicano Child and Adolescent as a pre-requisite. Students are advised to take this course as part of the undergraduate Liberal Studies degree. In this course, students examine the socio-cultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican-origin, and/or Latino children and adolescents. The course focuses on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects with respect to the culture of emphasis. A field study requirement involves working in a child-centered setting or related service project.

For more information regarding the inclusion of teaching strategies that promote equal learning opportunities in the classroom (including effective approaches to teaching culturally, linguistically, racially, ethnically, socially diverse students) please refer to the various course outlines and readings lists that are found in the course syllabi (check the attached 2042 Multiple Subject Document for EDUC 512, ENGL 475, EDUC 445, EDUC 510, EDMS 522, EDMS 523, EDML 563, EDML 564).

A basic principle of the 2042 Multiple Subject Credential program is to provide candidates with the knowledge and understanding of theory surrounding first and second language acquisition and its role in the acquisition of academic English (language & literacy). Candidates learn (during academic courses such as ENGL 475, EDUC 512, EDMS 522 & EDMS 523) the relationship between sociolinguistic notions of culture and its relationship to language and learning, including principles of language structure. Candidates focus on ways of communicating, knowing and relating (as culture) in a cross-cultural context. The program provides candidates with a vision of teaching as an ethical, intellectual and self-reflective, analytical endeavor as they prepare to work with English Learners.

BCLAD candidates have ample opportunities to test and apply theories related to primary and second language instruction and learning during class simulations and

authentic classroom situations, during fieldwork and student teaching. BCLAD candidates have opportunities to integrate their academic/subject matter knowledge in real classroom situations, in both bilingual and monolingual contexts, thus addressing the needs of English Learners. The following courses are at the core of the BCLAD emphasis: ENGL 475, EDUC 512, EDMS 522, EDMS 523, EDML 563, EDML 564, EDUC 445 and specifically address the skills needed for working with students from linguistic and cultural diverse backgrounds.

Program Standard 7 – Field Experience Prior to Student Teaching

Before assuming daily student teaching responsibilities, each candidate in the program has one or more supervised field experiences that (a) relate to the candidate's professional goals, (b) provide opportunities to interrelate theories and practices, (c) prepare the candidate for daily teaching responsibilities, and (d) enable the program staff to determine when the candidate is ready for daily teaching duties.

BCLAD Emphasis

Each candidate's field experiences prior to assuming daily teaching responsibilities include at least one extended experience as an observer and participant in a class in which a substantial proportion of the students are limited-English proficient and are receiving instruction designed for LEP students which includes first and second language acquisition and specially designed academic instruction in English.

RESPONSE

BCLAD candidates complete two semesters of fieldwork and student teaching in a culturally diverse setting and at least one assignment occurs in a designated bilingual classroom where both Spanish and English instruction is provided. Placement is made with cooperating teachers who hold bilingual credentials and/or certificates.

Some observation/participation experiences may include the following activities conducted in Spanish & during ELD instruction: reading a story to a small group or whole class, developing questions for use with a story, teaching a creative writing lesson, teaching an art lesson, conducting class opening activities, preparing bulletin boards, observing and participating in recess activities, working with students during language arts, math, developing learning activities, observing a parent-teacher conference. These recommended activities are debriefed with faculty during the methods courses and specifically during the EDML 563 & EDML 564 primary language courses.

Program Standard 8 – Advancement to Daily Student Teaching Responsibilities

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission, or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination.

BCLAD Emphasis

In each program, advancement to daily student teaching responsibilities is limited to candidates who are ready for such responsibilities, have demonstrated proficiency at basic academic skills, and have either (a) attained the Commission's standard for advancement on the relevant subject matter examination approved by the Commission or (b) completed at least four-fifths of a program of subject matter preparation that waives this examination. Each candidate for the bilingual Crosscultural, Language, and Academic Development Emphasis (BCLAD) shall be assigned to a classroom setting where the language of emphasis is the primary language. The assignment shall occur when candidates attain the appropriate language proficiency in the language of emphasis.

RESPONSE

Each BCLAD candidate will complete the California Subject Examination for Teachers (CSET) Multiple Subjects examination or Multiple Subjects Assessment for Teachers (MSAT) for subject matter preparation prior to admission. The CSET or MSAT examination results are valid for five years from the date of passing and must be valid upon final completion of the program. Additionally, each BCLAD candidate must pass the CSET/LOTE examination for the language of emphasis, Spanish, prior advancement to daily student teaching responsibilities. We will instruct our students to the following website for further information including test specifications and registration information: www.cset.nesinc.com.

Program Standard 10 – Readiness for Diverse Responsibilities

Each candidate teaches students of diverse ages and abilities, and assumes other responsibilities of full-time teachers. The program provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom.

BCLAD Emphasis

Each candidate for the (Bilingual) Crosscultural, Language, and Academic Development Credential (BCLAD) teaches students of diverse ages, abilities, and cultural, ethnic, linguistic, racial, socio-economic backgrounds. Each candidate assumes the responsibilities of full-time teachers. The institution provides a well developed rationale for the sequence of field experiences. Each candidate has at least one substantive field experience that includes student instruction in a public school classroom. In their field experiences, candidates utilize recognized teaching strategies for language and content area instruction.

In addition, candidates must be prepared to teach in multicultural settings which reflect the diversity of California schools. Candidates cannot become qualified to teach a range of grade levels if their preparation occurs among students of a single age, ability and/or cultural, linguistic, racial, and ethnic, socio-economic background.

RESPONSE

Field experiences involve the candidate experiencing placement at two sites in two separate student teaching assignments. At least one site is in a classroom setting that

reflects diversity in terms of language, cultural, racial, ethnic, and/or socio-economic backgrounds of the students. This site must include second language learners where the student teacher is able to engage in planning and delivery of instruction, including ELD, SDAIE, and ELD.

For the BCLAD candidate, at least one student placement is in a designated bilingual setting (e.g., a classroom that offers language, literacy and content instruction in Spanish and also English Language Development and SDAIE as appropriate). Placement may be in a dual immersion/2 way bilingual classroom, transitional bilingual education classroom, early/late exit program. There is a concerted effort to provide BCLAD candidates with substantial primary language (Spanish), ESL, ELD, SDAIE and mainstream (EO) experiences.

Each placement must vary in terms of grade level assignment. Each candidate will be assigned to both a lower and upper grade student teaching experience. Candidates are introduced to the classroom day to day activities of the classroom, beginning with the field experience and later, in student teaching. During student teaching, as the candidate learns the daily routines and subject matter/teaching responsibilities, s/he will assume "graduated" responsibilities, indeed taking over the daily class activities, including teaching, planning and supervision.

Program Standard 11 – Student Rapport and Classroom Environment

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, learning, multicultural understanding and equity, and that fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.

BCLAD Emphasis

Each candidate establishes and sustains a level of student rapport and a classroom environment that promotes learning, multicultural understanding and equity, fosters mutual respect among the persons in a class, and fosters respect for linguistic differences.

- Each candidate establishes a positive rapport with students in a variety of appropriate ways, such as the use of verbal and nonverbal communication (e.g., eye contact, physical proximity, and physical contact) that is culturally appropriate;
- Each candidate models behaviors that demonstrate and promote cultural and linguistic sensitivity.

RESPONSE

BCLAD candidates (along with their 2042 peers) address this standard in several courses, particularly in EDUC 512, ENGL 475, EDML 563, EDML 564, student teaching and during student teaching seminars. Several examples illustrate experiences provided to foster attainment of this standard:

- candidates are placed in classrooms where this standard is evident;
- candidates share via fieldwork/student teaching experiences how student rapport is established, within a multicultural context;

- candidates design thematic/multicultural based panel presentations that address this program standard (See EDUC 512 syllabus);
- candidates reflect on their interactions with students through journal writing, quickwrites & reflection.

It should be noted that the cooperating teacher documents the candidate's ability to establish student rapport, including a positive classroom learning environment as part of the evaluation. Candidates are expected to reflect on cross-cultural exchanges. This assists in raising the level of understanding toward group dynamics based, in part, on the candidate's ideas about diversity. Candidates are able to reflect on their findings and plan how to incorporate this into the classroom setting. Additionally, during EDUC 512, candidates are asked to assess their own growth and views toward teaching within a cross-cultural context. This may take the form of pre/post writing activities, where candidates describe their thinking, beliefs, assumptions and perceptions with regard to ethnic, linguistic diverse instructional settings, students and community.

BCLAD candidates develop lesson plans and integrated units of instruction that specifically address primary language literacy and content knowledge attainment (EDML 563 & EDML 564). Additionally, BCLAD candidates develop lesson/unit plans that deal with instruction in both the language of emphasis (Spanish) as well as in English for English Only and English Learner students. BCLAD candidates are also prepared to teach content via Specially Designed Academic Instruction in English. Candidates study a variety of grouping configurations to be used with the students, based on language need, ability, and other ad-hoc configurations.

Standard 12 – Curricular and Instructional Planning Skills

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other.

BCLAD Emphasis

Each candidate prepares at least one unit plan and several lesson plans that include goals, objectives, strategies, activities, materials and assessment plans that are well defined and coordinated with each other, reflect crosscultural and linguistic understandings and provide equal access to the core curriculum.

- Each candidate demonstrates the ability to provide access to the core curriculum by adapting and relating it to student backgrounds and interest and by using teaching strategies that are effective for limited English proficient students;
- Each candidate demonstrates the ability to work with paraprofessionals and volunteers in the classroom;
- Each candidate, through writing and planning units of instruction demonstrates crosscultural understandings with multidisciplinary approaches that integrate language acquisition strategies.

RESPONSE

Candidates are expected to have skills in daily lesson planning and unit planning. Lesson and Unit planning are skills that are taught and assessed in EDUC 520 – Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. During this course, candidates observe children's behavior in multilingual/multicultural and inclusive classrooms. They learn and apply assessment principles and tools, learn how to communicate with families, and organize and write lesson plans for instruction. During EDML 563, EDML 564, EDMS 522 & EDMS 523, candidates further develop lesson planning skills in the form of unit planning. The primary language courses require students to plan units that are themed, related to language and literacy and/or content. During the language & literacy courses (522/523) the candidates develop lesson plans and integrated units that address second language learners, with respect to literacy and ELD.

Program Standard 13 – Diverse and Appropriate Teaching

Each candidate prepares and uses instructional strategies, activities and materials that are appropriate for students with diverse needs, interests and learning styles.

BCLAD Emphasis

- Each candidate plans and uses instructional strategies, activities and materials that are free of bias and that foster learning and positive self-esteem among students of different cultural, linguistic, racial, ethnic and socio-economic backgrounds;
- Each candidate prepares and utilizes strategies, techniques, activities and materials that capitalize on students' prior experience and learning styles.

RESPONSE

All courses address teaching students from multiple primary language backgrounds. Candidates are taught and modeled a variety of instructional strategies that are appropriate for a diverse student population. With respect to BCLAD, candidates learn important teaching strategies and techniques that foster learning and positive self-esteem, along with the underlying principles that relate to equity and access (EDUC 512, EDUC 445, EDML 563, EDML 564). Issues of first and second language acquisition and specific Spanish language methodology are addressed, especially in EDML 563 & EDML 564. Examples of experiences that foster attainment of the standard include:

- lectures, assigned readings and class discussions on learning styles, best practice to meet the needs of culturally and linguistically diverse students;
- presentation and modeling of instructional strategies and activities that are appropriate for students from diverse backgrounds;
- cross-cultural simulations, such as Bafa Bafa, and various others which illustrate diverse perspectives;
- field experience placements in diverse school settings;
- lesson planning to meet diverse cultures, languages, learning styles & interest;

We strive to assess this competency with our candidates. Some means of assessment include:

- assessment of lessons and units planned for diverse classroom contexts through direct feedback, reflective writing, use of portfolios and holistic scoring and peer feedback;

- demonstration, mini-lessons which students model as part of a larger lesson and receive feedback from instructor & peers
- course exams
- observations by university supervisor and cooperating teachers that provide feedback to the candidate regarding the instructional appropriateness of the lesson.

All work addresses students from a variety of cultural, linguistic, and ethnic backgrounds. We strive to build on the candidates prior knowledge with respect to language and culture. In turn, we ask that our candidates take into consideration the prior knowledge of the student, consideration for learning styles, student interest and various instructional strategies, activities and materials that fit the given lesson.

Program Standard 14 – Student Motivation, Involvement & Conduct

Each candidate motivates and sustains student interest, involvement and appropriate conduct equitably during a variety of class activities.

BCLAD Emphasis

Each candidate encourages all students to excel and promotes the involvement of students of different cultural, linguistic, racial, ethnic, socio-economic backgrounds and with individual handicapping conditions in all classroom activities.

RESPONSE

Student motivation, involvement and conduct are essential to learning; they are the addressed throughout the program. Candidates are expected to be able to motivate and sustain students' interest, involvement, appropriate conduct, and citizenship in a variety of ways and in diverse contexts. During EDUC 510, Learning Theory and Development Applied in Multicultural Education Contexts, candidates learn about theories, principles, and research findings on motivation, student involvement, and conduct, and with respect to linguistic and culturally diverse students and classroom settings. These competencies are reinforced in the various methods courses. The following serve as examples of experiences that foster attainment of the standard:

- lecture, readings, and discussions on theories, principles, and research findings on the topics of student motivation, student involvement/active participation, appropriate conduct, and active citizenship;
- demonstrations of instructional strategies and activities that increase motivation and involvement;
- course instructor's model behavior that generates motivation and involvement;
- observing and recording strategies and materials used in classroom settings where there are students of diverse language, cultural, racial and socioeconomic backgrounds – for their appropriateness in terms of generating interest, involvement, appropriate conduct and active citizenship;
- observing classroom management in a variety of settings and assessing their affect on the conduct of students;

With respect to assessment here are several examples:

- observation and feedback to candidate on use of principles of learning including reinforcement in maintaining appropriate student conduct;

- candidate's journal listings and analysis of motivation and involvement strategies observed during field experience & student teaching and debrief with cooperating teacher;
- cooperating teacher and university supervisor's documentation of the candidate's ability to motivate and sustain student interest, involvement, and appropriate conduct as part of the written evaluation instruments.

Program Standard 15 – Presentation Skills

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students.

BCLAD EMPHASIS

Each candidate communicates effectively by presenting ideas and instructions clearly and meaningfully to students, adjusting the complexity of his or her language to the linguistic abilities of all students in the class.

- Each candidate demonstrates an understanding of the aspects of receptive and productive aspects of language development;
- Each candidate for the BCLAD Emphasis authorization provides an appropriate model of language including phonology, morphology, syntax, semantics, discourse, and pragmatics in English and the language of emphasis and is qualified to deliver curriculum content so that students understand it in English and the language of emphasis.
- Supervising teachers and institutional supervisors have judged each candidate's oral, written and non-verbal communications to be clear, concise and coherent.

RESPONSE

Candidate's verbal (oral and written) and non-verbal communication is expected to be clear and effective for all. Students must demonstrate this expectation in interviews, courses, and field experiences. All courses address this standard. With respect to working with English Learners, the BCLAD candidate will adjust her/his communication based on the student's primary language and second language proficiency and fluency levels. For example, all BCLAD candidates must pass the state language assessment in Spanish in order to work in a bilingual (Spanish/English) instructional setting. The BCLAD candidate will be able to ascertain the language level of each student and adjust the complexity of her/his language use with the students, including phonology, morphology, syntax, semantics, discourse and pragmatics in English and Spanish. This will occur in both the student fieldwork/student teaching experiences and with direct applications in the two primary language courses, EDML 563 and EDML 564 – Primary Language Pedagogy and Literacy 1 and Primary Language Pedagogy and Literacy 2, respectively. These courses will focus on preparing the BCLAD candidate to plan and deliver curriculum and instruction for students who speak Spanish as their first and predominant language, including language of emphasis curricular materials, assessment, teaching reading and writing in Spanish, instructional approaches in the language of emphasis, primary language methods across the curriculum, review of curricular materials for Spanish speaking students.

Both the University Supervisor and Cooperating Teacher are credentialed to teach in bilingual instructional settings. Each is able to judge each candidates oral, written and non-verbal communication.

Several activities occur throughout the program and specifically in EDML 563 & EDML 564, designed to foster attainment of this standard for the BCLAD candidates:

- Instructors model effective and clear communication strategies including strategies that work well with linguistically diverse populations, including primary language (Spanish) instruction, ELD, SDAIE;
- Candidates have the opportunity to view video lessons of teachers from a variety of bilingual instructional settings to identify clear and effective communication as well as ineffective communication strategies;
- BCLAD candidates observe in bilingual classrooms and use the reflective journal process with attention to issues of appropriate uses of receptive and productive language for English Learners;
- The University faculty provide lessons and engage the candidates in discussions related to language development and comprehensible input (oral, reading, written) as it relates to each content area;
- Candidates plan and deliver lessons to peers and in the classroom setting with a focus on communication skills and strategies;
- Candidates receive feedback on clarity and effectiveness of communication for specific audiences by peers and the instructor.

Program Standard 16 – Student Diagnosis, Achievement & Evaluation

Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students' needs and achievements.

BCLAD Emphasis

Each candidate assesses students' prior knowledge, sets appropriate instructional objectives, and evaluates all students' needs and achievements.

- Each candidate demonstrates an understanding of the role of evaluation in instruction.
- Each candidate uses formal and informal methods to assess students' needs and achievements, and is aware of the appropriate uses and cultural and linguistic limitations of assessment instruments.
- Each candidate is familiar with criteria and procedures for the identification, diagnosis, placement, transition, and re-designation of limited-English proficient students.

RESPONSE:

It is expected that the BCLAD candidate be able to assess the skills, abilities, and interests of students informally and formally, in the subject areas authorized by the credential. They will also be able to set achievement criteria and determine whether students have attained the skills, concepts, or values as a result of their teaching.

Additionally, candidates are expected to be knowledgeable about the appropriate uses and limitations of assessment instruments as well as methods for alternative forms of assessment, including performance tests, open-ended questioning strategies, portfolio assessment, etc.

Each assessment technique and strategy is considered in light of their appropriateness for use with linguistically and culturally diverse students. The effect of assessment as well as the appropriate method of assessment for bilingual students is priorities in the coursework.

In ENGL 475, EDUC 512, EDMS 563 & EDMS 564, BCLAD candidates learn to identify, diagnose, place, transition, and redesignate students of Limited English Proficiency to Fluent English Proficiency. Candidates learn to assess the Spanish speaking student's level of English language proficiency through the CELDT exam (ENGL 475). Additionally, students learn to assess the bilingual students reading levels in EDMS 522 & EDMS 523.

BCLAD candidates are instructed in student assessment that reflects the following goals:

- provide assessment results to place each second language learner in the most appropriate instructional program;
- provide consistent monitoring of student academic progress from K-8.

During ENGL 475, and continuing into EDUC 512 and EDML 563 & EDML 564, BCLAD candidates learn the basic procedures to be used in identifying second language learners, determine program placement, monitor student progress, and determine when criteria have been met to introduce/add English (mainstream) language arts, and to, ultimately, redesignate. BCLAD candidates conduct naturalistic observation of Spanish speaking students, and assess their level of fluency (in Spanish) based on descriptive analysis. Candidates apply their findings to the instructional context. BCLAD students use other authentic means of assessing primary language and literacy as well as portfolio assessment and use of the SABE/APRENDA.

Program Standard 17 – Cognitive Outcomes of Teaching

Each candidate improves the ability of students in a class to evaluate information, think analytically, and reach sound conclusions.

BCLAD Emphasis

Each candidate learns to provide optimal settings that increase the ability of students to evaluate, differentiate and integrate information, think analytically, problem solve, communicate and reach sound conclusions. Each candidate recognizes and accepts diverse cognitive and communicative modalities.

- Each candidate effectively teaches the students to evaluate and analyze the content that students learn;

- Each candidate facilitates the development of student's cognitive skills considering the students diverse cultural, linguistic, racial, ethnic, and socio-economic backgrounds.

RESPONSE

BCLAD candidates are expected to have knowledge and understanding of the methods and instructional strategies that will facilitate student development of critical thinking and problem solving skills and abilities, while taking into account cultural, linguistic, racial, ethnic and SES diversity. While all of the credential courses strive to address this standard, several specifically facilitate this standard, including foundational, theoretical and applied: ENGL 475 – Language and Social Context, EDUC 512 Equity, Diversity & Foundations of Schooling, EDUC 510 – Learning Theory and Development Applied in Multicultural Education Contexts, EDMS 522 – Literacy 1, EDMS 523 – Literacy 2, EDML 563 – Primary Language Pedagogy and Literacy I and EDML 564 – Primary Language Pedagogy and Literacy II. The following experiences serve to facilitate attainment of the standard:

- Lectures & discussions on critical thinking, diverse thinking/learning styles with application to classroom practice;
- Lesson plan demonstrations that integrate language-learning strategies (e.g., CALLA);
- Identification and discussion of instructional strategies that assess and foster critical and higher level thinking (in English & Spanish);
- Recording and sharing of classroom observation experiences that focus on the integration of critical thinking, problem solving, or evaluation;
- Planning and teaching lessons to teach students to think in cognitively demanding ways;
- Observing in field experiences for higher-level questions and/or opportunities to foster critical thinking;

Examples of assessment:

- Writing higher-level questions for specific content and/or student's stories;
- Lesson planning and teaching to foster creative, critical thinking, problem solving abilities, and language learning strategies;
- Observations of the University Supervisor and/or Cooperating Teacher for candidate's ability to integrate critical thinking into lessons;
- Integration of higher-level thinking skills in a required unit of instruction.

Program Standard 18 – Affective Outcomes of Teaching

Each candidate fosters positive student attitudes toward the subjects learned, the students themselves, and their capacity to become independent learners.

BCLAD Emphasis:

Each candidate fosters students' self-esteem and enables them to achieve their full potential.

RESPONSE

Positive attitudes toward self and learning are necessary and important outcomes of teaching. The credential program addresses the development of positive self-concept, positive attitudes toward learning, appreciation for linguistic and cultural diversity, and the development of critical and independent thinkers and learners.

The following serve as examples of experiences provided to help candidates attain this standard:

- Instructors, university supervisors and cooperating teachers model behavior and instructional strategies that foster self esteem and positive attitudes toward various subjects and learning such as cooperative learning, simulations, and role playing;
- Lectures, classroom demonstrations and instructors' teaching strategies and activities model ways to foster the capacity of students to become independent learners;
- Lectures, classroom demonstrations, and group activities center on theories and strategies that support the development of creative and collaborative relationships within the class and school context;
- Students view and analyze videotapes of teaching episodes used to identify teaching behaviors that foster affective outcomes;
- Candidates keep observation/participation journals/notes focused on affective outcomes. Journals include information on what was taught, methods used, and cognitive and affective outcomes for both observation by cooperating teacher and reflection of the credential candidate;

The following serve as forms of assessment:

- assessment of lesson plans for the application of strategies, activities, and materials that foster affective outcomes (self-esteem and positive attitudes toward others, the subject and learning);
- Cooperating teacher and university supervisor observations and feedback to the student teacher regarding affective outcomes of lessons;
- Supervisor assessment of student teacher journal for documentation of observations and assessment;
- Assessment of the candidate's plans for fostering the following in his/her student teaching classroom placement: positive self-concepts, positive attitudes towards the subject, positive attitudes towards learning, positive attitudes towards others, learning experience.
- Cooperating teacher and university supervisor documentation of the candidate's ability to plan, prepare instructional activities and materials, and teach in ways that produce affective outcomes as part of the written student teaching evaluation instruments.

Program Standard 19 – Capacity to Teach Diverse Students

Each candidate demonstrates compatibility and ability to teach students who are different from the candidate. The differences between students and the candidate should include ethnic, cultural, gender, linguistic and socio-economic difference.

BCLAD Emphasis

- Each candidate encourages respect for human diversity through planned lessons and through personal interaction with students, parents and community;
- Each candidate understands prejudice and is able to implement strategies to prevent/reduce it;

RESPONSE

Candidates learn about the socio-cultural, linguistic, gender, ethnic and socio-economic differences of their future students, in several courses which include key readings, concepts, and application to the classroom setting. Several courses specifically address this standard: EDUC 512 – Equity, Diversity and Foundations of Schooling; ENGL 475 – Language and Social Context; EDML 563 – Primary Language Pedagogy and Literacy 1 and EDML 564 – Primary Language Pedagogy and Literacy 2. Additionally, issues of language, linguistic and cultural difference are infused across the curriculum. The following are examples of experiences that are provided to help the candidate attain this standard:

- Lectures, readings, and discussions regarding teaching students of diverse ethnic, cultural, linguistic, and socioeconomic backgrounds, including appropriate instructional strategies, materials and relevant/appropriate approaches to teaching & learning;
- Readings, discussions, simulations, films, lectures to help candidates gain greater understanding, appreciation, and sensitivity toward heritage, background, values and personal context for diverse students;
- Observation/participation and student teaching in multicultural, bilingual classrooms and school/community settings;
- Observation and analysis of videotaped lessons of diverse classrooms for application of content, theory, strategies introduced in courses, including issues in educating students from diverse communities;
- Planning lessons, materials, and activities for students from diverse backgrounds, assessing and reporting outcomes;
- One field experience (minimum) is in a placement where a significant percentage of the students are different from the candidate, culturally, ethnically, linguistically and/or socio-economically.

The following are examples of assessment activities for this standard:

- Written analysis of the strengths and weaknesses of videotaped lessons and classroom situations;
- Use of appropriate instructional strategies and materials for the cultural, ethnic, and linguistic differences of the students in the classroom;
- Assessment of lesson plans prepared for teaching specific age groups who are culturally, ethnically, and linguistically different;

- Cooperating teacher and university supervisor observations and feedback to the candidate regarding effectiveness in teaching students from culturally, ethnically, and/or linguistically diverse backgrounds;
- Attendance at parent conferences and/or various school site meetings;
- Cooperating teacher and university supervisor documentation, during student teaching, of the candidates ability to teach students from a background different from the candidate (e.g., cultural ethnic, linguistic, and socio-economic).

Program Standard 20 – Professional Obligations

Each candidate adheres to high standards of professional conduct, cooperates effectively with other adults in the school community, and develops professionally through self-assessment and collegial interactions with other members of the profession.

BCLAD Emphasis

Each candidate uses available resources to communicate effectively with parents.

RESPONSE

BCLAD candidates are expected to communicate effectively and interact professionally with teachers, administrators, peers and parents. Candidates are also expected to exhibit intellectual integrity, serve students honestly and affirmatively, protect students' work and privacy, and maintain open discussion of ideas. These expectations are shared, discussed, modeled, and assessed in both the field experience/student teaching and coursework.

Candidates will engage (ongoing) in self-assessment/reflective practice, including acceptance of professional advice and constructive criticism; essential to the growth of the candidate. Throughout the program, candidates are provided constructive criticism in the form of feedback from their course instructors, peers, cooperating teachers and university supervisors. The candidate's ability to accept and apply criticism – to improve his/her planning, teaching, and interactions is assessed and documented in courses and field experiences/student teaching.

Throughout the program, candidates have the opportunity to become aware of professional associations, professional journals, and related materials. They are encouraged to attend professional meetings and become members of professional educational organizations, including future teachers and Student California Teachers Association. During the field experience/student teaching, candidates attend faculty meetings, district professional development workshops and other appropriate activities.

The Multiple Subject program is organized into learning cohorts, which further exemplifies the importance of this standard. Cohort groups are encouraged to work collaboratively and professionally to complete assignments, share resources, and assist each other in collaborative ways. Through the establishment of such a learning community, it is hoped that the candidates will continue to support one another beyond the CSU Channel Islands credential program.

The following examples serve as an illustration of how the standard is fostered:

- Lectures and discussions of professional conduct that includes modeling of appropriate conduct and interaction with students, teachers and parents;
- Role playing activities focused on effective communication and professional conduct in interacting with students, parents, and administrators;
- Discussion of professional obligations during the Student Teaching Seminar;
- Field experience/student teaching assignments that include observing and analyzing classroom teacher's communication and interactions with their students for behaviors that exhibit respect and affirmation for the students and respect for their work and ideas;
- Self-assessment in such areas as interactions with peers, interaction with university and classroom teachers and parents, collegiality, and progress in planning and teaching;

The following are examples of ways of assessing this standard:

- Field experience cooperating teacher's assessment;
- Observations by course instructors and feedback during individual conferences;
- Assessment of assignments on effective communication and appropriate professional conduct carried out in field experiences, such as log/journal focused on effective classroom and school communication; paper focused on effective classroom communication and professional conduct; written analysis of classroom and school observations focused on communication and interaction with students and adults.

Program Standard 21 – Determination of Candidate Competence

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential, and (b) communication skills including reading.

BCLAD Emphasis

Prior to recommending each candidate for a teaching credential, one or more persons who are responsible for the program determine, on the basis of thorough documentation and written verification by at least one supervising teacher and one institutional supervisor, that the candidate has satisfied each Standard in Category III. The institution determines that each candidate has attained Standards 10 through 19 as they relate to the teaching of (a) subjects to be authorized by the credential and (b) communication skills including the integration of speaking, listening, reading and writing to ensure that students have access to the core curriculum.

RESPONSE

Candidates are evaluated to determine that they have attained Standards 12 through 19 in Category III as they relate to subjects authorized by the credential, competence in the subject matter, and candidate's communication skills, including reading. The student teaching objectives, the performance competencies for Standards 12 through 20, the subject matter areas, and the communication skills are made available to the candidate. The assessment is formally documented by the candidate's cooperating teacher and university supervisor – in accordance with standards and competencies established as policy, and as communicated to the student via various program documents, e.g., student teaching handbook.

The Dean, the Associate Dean, Education Program Chair and concentrated area faculty and program coordinator, in conjunction with the Credential Analyst recommend candidates for credentials on the basis of assessment of each candidate's performance, as reflected in the candidate's permanent files.

Candidates are held to program maintenance requirements which states that, a condition of remaining in the program is that the candidate must maintain a grade point average of 3.5 (B) or better, with no course grades lower than a C+. If a student drops below this GPA requirement, they may be placed on probation or dropped from the program. However, candidates are first counseled by the Program Chair and Multiple Subject Coordinator.

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
NEW COURSE PROPOSAL

DATE 12.16.06
 PROGRAM AREA EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix EDML Course# 563 Title PRIMARY LANGUAGE PEDAGOGY & LITERACY 1 Units (2)

2 hours lecture per week

hours lecture per week

☒ Prerequisites Admission to the Multiple Subjects Credential with BCLAD Emphasis Program

☐ Corequisites

Description Primary language schooling for K-3 students in the U.S., language of emphasis curricular materials, assessment, and teaching reading and writing in Spanish.

☐ Gen Ed
 Categories

Graded
☐ CR/NC

☐ Repeatable for up to units

☐ Lab Fee Required

☒ A - F
☐ Optional (Student's choice)

Total Completions Allowed
☐ Multiple Enrollment in same semester

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	2	1	25	<input checked="" type="checkbox"/>	
Seminar				<input type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for the Bilingual Crosscultural Language and Academic Development (BCLAD) option. Upon completion of this course, students will be able to:

- describe the nature of language and literacy teaching and learning in the primary language
- interpret and apply knowledge and skills related to organizing for instruction in two languages
- use various methods of Spanish language and literacy instruction in bilingual and monolingual settings
- demonstrate effective use of primary language and literacy curricular materials for K-3 classroom instruction
- develop lesson plans for primary language and literacy instruction for grades K-3 across the content areas
- design effective lesson plans for primary language instruction for teaching and learning for grades K-3
- analyze the interrelationship between various types of bilingual programs

4. Is this a General Education Course YES ☐ NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication ☐
- A-2 English Writing ☐
- A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences ☐
- B-2 Life Sciences – Biology ☐
- B-3 Mathematics – Mathematics and Applications ☐
- B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art ☐
- C-2 Literature Courses ☐
- C-3a Language ☐
- C-3b Multicultural ☐

D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UD Interdisciplinary

☐
☐
☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Relationship between English & primary language and literacy instruction in school settings in K-3 instructional settings
- Relationship between L1 and L2 instruction across the core curriculum for K-3 students
- Sociocultural & sociolinguistic contexts in school & community settings
- Overview of bilingual, monolingual and multilingual education for second language learners
- Connections between language, culture & literacy in first and second language acquisition & development
- Relationship for teaching and learning between the home and school communities
- Skills for teaching oral, written, and nonverbal communication in the language of emphasis (Spanish)
- Reading and language theory & methods in the primary language for grades K-3
- Reading and language across the curriculum for grades K-3
- Relationship between language & culture; sociocultural and sociolinguistic competence
- Methods of teaching Spanish language & literacy in monolingual & bilingual settings for K-3 students

Does this course overlap a course offered in your academic program? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒
If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing:

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

Freeman, Y. S. and Freeman, D. (1997). La enseñanza de la lectura y la escritura en español en el aula bilingüe. Portsmouth, NH: Heinemann.

Leyba, C. F. (1994). Schooling and language minority students: A theoretical framework. Second Edition. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

Perez, B. and Torres-Guzmán, M. E. (1996). Learning in two worlds: An integrated Spanish/English biliteracy approach. Second edition. New York, NY: Longman.

8. List Faculty Qualified to Teach This Course.

Manuel Correia
Lillian Vega Castaneda
Kathleen Contreras
Maria Denney

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Lillian Vega Castaneda
Proposer of Course

10/9/2006
Date

Approval Sheet

Program/Course:

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

DATE 12.16.06
PROGRAM AREA EDUCATION

1. Catalog Description of the Course. *[Follow accepted catalog format.]*

Prefix EDML Course# 564 Title PRIMARY LANGUAGE PEDAGOGY & LITERACY 2 Units (2)

2 hours lecture per week

hours lecture per week

☒ Prerequisites Admission to the Multiple Subjects Credential with BCLAD Emphasis Program

☐ Corequisites

Description Primary language schooling in the US, Grades 3-6. Instruction in language of emphasis, primary language methods across the curriculum, review curricular materials, assessment, and teaching reading and writing in Spanish.

☐ Gen Ed

Graded

☐ CR/NC

☐ Repeatable for up to units

Categories

☐ Lab Fee Required

☒ A - F

☐ Optional (Student's choice)

Total Completions Allowed

☐ Multiple Enrollment in same semester

2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	2	1	25	<input checked="" type="checkbox"/>	
Seminar				<input type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for the Bilingual Crosscultural Language and Academic Development (BCLAD) option. Continuation of EDML 553. Upon completion of this course, students will be able to:

- describe the nature of language and literacy teaching and learning in the primary language (e.g., content, oral, support) for Grades 3-6
- apply and demonstrate knowledge and skills related to organizing for instruction in two languages
- utilize various methods of Spanish language and literacy instruction in bilingual and monolingual settings
- model effective use of primary language and literacy curricular materials for 3-6 classroom instruction
- develop and effectively implement lessons in upper grade Spanish reading & writing & language and across the content areas
- analyze the interrelationship between various types of classroom/school instructional settings and instruction for Spanish speaking students in Grades 3-6
- select and use Grade 3-6 primary language materials and apply to California curricular frameworks and generalize to larger populations with dialectical differences
- adapt and use supplementary primary language materials for Grade 3-6 classroom instruction

4. Is this a General Education Course YES ☐ NO ☒

If Yes, indicate GE category and attach GE Criteria Form:

A (English Language, Communication, Critical Thinking)

A-1 Oral Communication ☐

A-2 English Writing ☐

A-3 Critical Thinking ☐

B (Mathematics, Sciences & Technology)

B-1 Physical Sciences ☐

B-2 Life Sciences – Biology ☐

B-3 Mathematics – Mathematics and Applications ☐

B-4 Computers and Information Technology ☐

C (Fine Arts, Literature, Languages & Cultures)

C-1 Art ☐

C-2 Literature Courses
 C-3a Language
 C-3b Multicultural
D (Social Perspectives)
E (Human Psychological and Physiological Perspectives)
UD Interdisciplinary

☐
☐
☐
☐
☐
☐

5. Course Content in Outline Form. *[Be as brief as possible, but use as much space as necessary]*

- Language & Content Area Assessment
- Skills for teaching oral, written, and nonverbal communication in the language of emphasis (Spanish) in grades 3-6
- Reading and language theory & methods in the primary language for grades 3-6
- Reading and language across the curriculum for grades 3-6
- Introducing English Reading & Writing to Spanish speaking students
- Development of English reading and writing across the content core curricula
- Methods of teaching Spanish language & literacy in monolingual & bilingual settings in grades 3-6

Does this course overlap a course offered in your academic program? YES ☐ NO ☒
 If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES ☐ NO ☒
 If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

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Department responsible for staffing:

7. References. *[Provide 3 - 5 references on which this course is based and/or support it.]*

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Leyba, C. F. (1994). Schooling and language minority students: A theoretical framework. Second Edition. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, CSULA.

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8. List Faculty Qualified to Teach This Course.

Manuel Correia
 Lillian Vega Castaneda
 Kathleen Contreras
 Maria Denney and other Education Faculty

9. Frequency.

a. Projected semesters to be offered: Fall ☒ Spring ☒ Summer ☐

10. New Resources Required. YES ☐ NO ☒

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs
- c. Facility/space needs

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES ☒ NO ☐

If, YES attach a program modification form for all programs affected.

Lillian Vega Castaneda
Proposer of Course

10/9/2006
Date

Approval Sheet

Program/Course: EDML 564

Program Chair(s)

Date

General Education Chair(s)

Date

Curriculum Committee Chair(s)

Date

Dean of Faculty

Date

**CALIFORNIA STATE UNIVERSITY CHANNEL
ISLANDS
Teacher Education Program
Spring 2007
EDUC 512: Equity, Diversity and Foundations of Schooling
Section 2/CLS #1518**

Professor & Office: Dr. Lillian Vega Castaneda
Professor, Language, Culture & Literacy
Bell Tower West, Second Floor, #2205

Office Hours: Wednesday's, 12:30 – 1:30, Tuesday's, 4:00 – 5:00 &
by appointment

Telephone: (805) 437-8872

Email: Lillian.Castaneda@csuci.edu

Blackboard Access: <http://csuci.blackboard.com>

Class Meeting Time: Tuesday's, 11:30 – 2:20, Bell Tower, Room 1726.

Meeting Schedule:

1/23, 1/30, 2/6, 2/13, 2/20, 2/27, 3/6, 3/13, 3/27, 4/3, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15.

COURSE DESCRIPTION:

Principles of effectively teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the candidate's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity and implications for daily classroom practice.

REQUIRED TEXTS:

1. Gollnick & Chinn, Multicultural Education in a Pluralistic Society (Seventh Edition)
2. Spring, J. (Latest Edition). Deculturalization and the struggle for equality. New York, NY: McGraw Publishing Company.
3. Gruell, Erin. The Freedom Writers Diary: How a Teacher and 150 teens Used Writing to Change Themselves and the Worlds Around Them.
4. Begelow, B., Christensen, L., Karp, S., Miner, B., & Peterson, B. (1994). Rethinking our Classrooms" Teaching for equity and justice: Volume I. Milwaukee, WI: Rethinking Schools.

APA Format Guide: www.apastyle.org/electref.html
<http://www.crk.umn.edu/library/links/apa5th.htm>
<http://www.psywww.com/resource/apacrib.htm>

***Handouts/Readings distributed in class**

CHOOSE ONE:

1. Jones, L., & Newman, L. (1997). Our America. New York: Schribner.
2. Urrea, L.A. (1993). Across the Wire. New York: Anchor Books.
3. Howard, Gary. We Can't Teach What We Don't Know: White Teachers, Multiracial Schools. (Latest Edition)
4. Mandela, Nelson. Long Walk to Freedom.
5. Payley, Vivian. White Teacher.

University Mission Statement

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

(University Catalogue)

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

This course addresses the following standards as per the California Commission on Teacher Credentialing:

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

Program Standard 5a – 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 provides access to the core curriculum and leads to high achievement for all students;

Program Standard 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;

Program Standard 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.

Program Standard 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;

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

Program Standard 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.

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

Program Standard 9 (c) – Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, lists servers, online chat, and audio/video conferences);

Program Standard 9 (f) – Each candidate demonstrates competence in the use of electronic research tools (e.g., access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered.

Program Standard 11: Preparation to Use Educational Ideas and Research

Program Standard 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.

Program Standard 13: Preparation to Teach English Learners

Program Standard 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;

Program Standard 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;

Program Standard 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;

Students completing EDUC 512 will:

- Investigate various notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;

- Learn relevant state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Understand the historical context and cultural background of the major cultural and ethnic groups in California and the US;
- Detail the relationships between bilingual schooling and multicultural instruction.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and its implications for schooling.
- Respond to the broader communities from which K-8 students live and where K-8 teachers teach;
- Learn (at an introductory level) the necessary pedagogical tools to increase access to the core curriculum for EL's;
- Learn to recognize and minimize bias in the classroom, and create a democratic and equitable classroom environment and experience;
- Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations related to gender and to create gender-fair learning environments;
- Discuss and identify via reflection, stated and implied beliefs with respect to expectations about students and families from diverse backgrounds in the context of schooling and to recognize students specific learning needs in a given context;
- Utilize technology via the use of electronic research tools and presentation;
- Learn major concepts and principles regarding schooling in American society in a social, historical and contemporary contexts;

- Address the above stated issues via application in a service-learning context/experience.

TPE'S ADDRESSED IN EDUC 512:

TPE 4: Making Content Accessible

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 10: Instructional Planning

TPE 15: Professional, Legal, and Ethical Obligations

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Electronic Journal

You will regularly engage in a Blackboard discussions and other types of activities. Please check your BB regularly to check for announcements. If you do not regularly check your dolphin email account, please go into BB and forward all of your email to the account that you regularly check. Your comments need to connect to and react to class readings, discussions and other related/relevant issues. Your posting needs to be well thought out and critical in presentation.

Organization of Group Activities and Discussion of Readings

Much of the learning in this course will occur in small group and whole class discussions. As you enter the teaching profession you will see that more and more, teachers are expected to work collectively with other educational stakeholders (parents, administrators, clerical staff, students, etc.). This means teachers will, at times, be responsible not only for the teaching and learning in their classrooms but to the collective efforts of other educators working for positive educational outcomes. The group activities and whole class discussions in the class can serve as a model of this type of cooperative and collaborative learning. Although the activities and responsibilities for groups will vary

throughout the course, the following is a list of what can be expected as part of group assignments:

- a. Everyone will be expected to be familiar with all of the assigned articles and text material for the week. For each class meeting, students are responsible to make notes of key issues and any questions they have about the readings to bring to the group discussion. There is an adequate amount of reading assigned for this course, and, given that this is an accelerated summer course, we will utilize a variety of strategies such as sharing reading summaries, group presentations on readings to the whole class, etc. will be used regularly.
- b. During most class meetings, each group will be responsible for drafting questions on the readings for the whole class to discuss. Groups will turn in their question to the instructor. It is hoped that as the course progresses, the questions will become more sophisticated and provoke more critical discussion by the whole class. As our class probes more deeply into the questions surrounding the inequities of schooling, we will find ourselves discussing difficult issues. We must remember to respect the opinions and feelings of all members of the class.

Submission Schedule: Because of the concentrated nature of this session, all assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format (See: www.apastyle.org/electref.html).

STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For

information about the University's Disability Accommodation Services office, please call 437-8528.

COURSE REQUIREMENTS AND STANDARDS ADDRESSED:

Attendance. (30 Points) Students are expected to arrive on time and attend all class sessions. Due to the interactive nature of this course, any student who misses more than one class session will be unable to receive an A for this course, any student who misses more than two class sessions will be unable to receive either an A or a B for this course, and any student who misses more than three class sessions will be unable to receive a passing grade for this course. Tardy arrivals will be compiled into missed class sessions.

Participation. (30 Points) You are expected to read the assigned readings prior to each class and to actively participate on a weekly basis. There are two parts to the participation in this course. First, you will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom. Please plan on being an active group participant. Active participation means that you have read the weekly assigned readings and have written some notes on the readings, including critical questions to share and discuss in class. Your participation will be evaluated on participation according to the rubric at the end of this section.

Second, you will regularly engage in a Blackboard discussions and other types of activities. Please check your BB regularly to check for announcements. If you do not regularly check your dolphin email account, please go into BB and forward all of your email to the account that you regularly check. Your comments need to connect to and react to class readings, discussions and other related/relevant issues. Your posting needs to be well thought out and critical in presentation.

Online class assignments will vary and may include the following:

Responses/reactions to class discussions/lectures/activities; Responses to specific questions; PowerPoint presentations for examination and response; Online assignments including web searches and exploration of specific websites; Discussion questions and responses; Online videos or reading assignments.

Your class participation will be scored according to the following rubric.
HOLISTIC SCORING RUBRIC FOR ATTENDANCE PARTICIPATION: 2
POINTS PER WEEK

Score	Characteristics
2	Attends the class and online sessions and makes critical and reflective connections in the following areas: Reflects on the readings during small group and whole class discussions, either using quotes or paraphrases with citations from texts; Builds on background knowledge, tying readings into prior knowledge, experiences; Engages in the research process through discussions of the readings and inquiries into her/his own practice; and Describes pedagogical implications by making connections between research, theory, and instructional practices are considered.
1.5	Attends class and online sessions and makes critical and reflective connections among two to three of the above four areas, one of them from the text.
1	Attends class and online sessions and makes critical and reflective connections to the readings, either in writing or orally.
.5	Attends class or participates online, listens and participates in activities but does not make individual contribution of ideas and/or questions from the readings to discussions.

Completion of Course Assignments (140 points—see detailed explanation below).

All assignments are due on the due date specified on the syllabus. No late assignments will be accepted without prior approval of the instructor. All assignments must be typed and double-spaced. You must upload all of your assignments to BlackBoard's Digital Drop-Box with the exception of your community description. In addition, please include all assignments on one CD-Rom to be turned in at the end of the quarter (see Cross-cultural community inquiry assignment).

Personal History	20 pts. (Standards 5b, 5e, 11, 13)
Book Talk	40 pts.
Bilingual Teacher Interview	20 pts. (Standards 5, 9, 9f, & 11)

Panel Presentation	30 pts. (Standards 5, 9, 9f & 11)
Fieldtrip to Museum of Tolerance	10 pts. (Standards 5, 5a, 5f, 11, 13a)
OR	
Community Study	10 pts. (Standards 5, 9, 9f & 11)
Outcome Assessment	20 points (Standards 9c, 11, 13)

ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is ***strongly*** encouraged. Assignments will be submitted electronically on Blackboard. Additionally, you will bring a hard copy to class on the due date. **Remember to follow APA guidelines.**

1. Personal History and Reflection(20 points)

"In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers...need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators—our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us." (Marilyn Cochran-Smith, 1993). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.

Each student will write a **personal history**. This narrative will provide a "snap-shot" of yourself right now and how you have come to this place in your life. This 6-8 page paper will address important personal experiences, educational experiences, and/or social experiences. It will detail important role models in your life, and important messages that you've gleaned from those both

inside and outside of school contexts. It will detail something of your personal "philosophy" of life, and of your emerging thoughts/concerns about education. This paper will include an exploration of your own experiences as a student in school. Discuss how culture has influenced who you are, how you make meaning of past and present learning experiences and how your multicultural identities were or were not valued in school. This paper is about your own life, describing the experiences that have shaped your views of schooling, race, culture, and diversity.

Additionally, consider the historical roots of your family, both nuclear and extended: economic, social, geographic, ethnic, racial, etc. Share your family's experiences with diversity. Include community groups important to you based on gender, socio-economic status, religion, sexual orientation, occupation, etc. Focus on your cultural group; be sure to include its values/attitudes, its experience with racism, pressures to assimilation, pattern of immigration, etc. Conclude with a description of yourself right now in your life. The intent is to have you understand yourself as a social and cultural person. At the end, be sure to discuss what all this means for you in terms of your perception of diversity and of dealing with children from diverse backgrounds in schools. These will be shared in class as well as to be turned in **(20 points possible)**. **(TPE 15) Due: 2/13/07. Please submit on the Blackboard drop-box and bring a hard copy to class.**

2. Book Club/Book Review & Talk, Report and Display Presentation

(30 points for report and display; 10 points for book talk): At the second class session you will form a Book Club inquiry group for a specific professional literature title (these are listed under "choose one" readings). Your book club group will meet each week in class to discuss your chosen book. You will be responsible for reading the group assigned readings, keeping notes and contributing to the group discussion. Your group will compile a group presentation on your book club inquiry and prepare a visual display for a group presentation of key concepts of the book and your group's significant learning. Each group member will lead a book talk surrounding the contents of the book. **The group reports and project display are due the 15'th week of classes (finals week) May 15, 2007,** but you can choose to bring your display and report the night of your book talk. **Book talks will take place the 13'th, 14'th and 15'th weeks of classes on May 1, May 8 & May 15.**

Book Talk: You will give a book talk about you're your group's book. We will divide into small groups and each member of your book club will give a book talk to one small group. For the book talk you will:

Give the book's title, author's name, publication date, etc.

Summarize the book.

Describe a connection between the book and your current and or future teaching. Review the book. Critically analyze it. Did you like it or not? How does it compare to other similar books you have read? Would you recommend it to a fellow student or teacher? Why?

Book Club Report. You will each submit a review of the book. The report will be no longer than 3 pages (2 page minimum) typed and double-spaced. Please identify the group members, the book title and author. Describe and reflect upon the group experience as well as the content of the book. Be explicit about the questions that were answered and any questions you would want to further explore. Summarize the key ideas and explain how the book may or may not serve as a resource for teachers. Include the following: a summary of the book; rationale for why you chose the book; an in-depth analysis of the contents of the book & whose point of view was taken; favorite part of the book and why; least favorite part of the book and why; what you have learned from the book; conclusion-how this may or may not relate to your future teaching and the question of "who cares" and why it matters (or not).

Group Project Display: The group will prepare a multi-genre display that highlights important aspects of your book to share with the rest of the class. Your display must communicate this information through three (or more) different genres (news, poetry, video, art, play, short story, etc. Be creative.

(TPE's 4, 10, 15) May 15, 2007.

3. Meet and interview a bilingual teacher. (20 points)

The teacher you interview needs to be certified to teach English Learners (ELs). This means that they must hold a bilingual certificate, e.g., BCLAD credential, Bilingual Certificate of Competence or the equivalent. (Check with the instructor if you are not sure). The teacher must have students in his/her classroom who do not speak English as their first language. The teacher you pick can teach either the elementary or secondary education. You will report on your interview and write a critical reflection of the interview. Include all responses to the interview which will be written up as a report, along with the critical reflection.

You will pose the following questions:

1. How long have you been teaching? What is your educational background?
2. Were you affected by the passage of Proposition 227 in 1998? Please explain.

3. Do you think that the passage and implementation of Proposition 227 has made an impact on the education of ELs? Please explain.
4. How would you describe your classroom? (English Only, Structured English Immersion, Bilingual, Immersion, SDAIE, ESL, Bilingual, etc.). Please explain.
5. How would you describe your approach to teaching?
6. How would you describe your approach to teaching ELs—is it the same or different from the answer in number 5 above?
7. How do you interact with students who do not speak either English or the other language you speak? How do they interact with your bilingual students of the dominant language group (non-English)? (For example: A Hindi student in a classroom full of Spanish-speaking ELs and a Spanish/English bilingual teacher)
8. How would you describe the impact of standardized testing on your students as a whole? On your English Learners?
9. How would you describe the impact of standards based teaching (teaching based on the content standards) and mandated (adopted) curriculum on your students as a whole? Your English Learners? Please give specific example/s.
10. Do you think that standardized teaching and learning is a sound approach to addressing the needs of all students? Why? Why not?
11. How has your teaching/practiced changed as a result of ELD/ELA and content standards being mandated?
12. Do you have access to testing data regarding English proficiency levels of your ELs?
13. Do you have the necessary materials and curriculum to support your work with English Learners? Please describe.
14. What type of support does your district offer for the education of English Learners?
15. What are the biggest challenges you face as a teacher of ELs?

Critical Reflection

For the final installment of the interview, you will submit your findings (the interview questions and answers) and write a critical reflection, that is, your reactions to the information that you have gathered. You will connect your reflections to the class readings, discussions and any other insights you may have. Be sure to address these questions: (1) What are my major learning's from this exercise? (2) How did this assignment impact my present beliefs and learning related to the education of English Learners? (3) Discuss the challenges that may lie before you. It is the intention of this assignment to

explore within yourself, your thinking as a learner, a future teacher and as a member of your cultural group. Include specific examples where appropriate. You are expected to write this portion of the paper as a first person narrative. (Include the interview responses. The critical reflection section page limit is 4-5 pages).

(TPE's 4, 7, 10, 15). (Please submit on the Blackboard drop-box and bring a hard-copy to class). Due 3/6/07.

16.

4. Panel Presentation. (30 points). You will be part of panel presentation: dialogue on issues of **diversity**. Expert panel presentations will be evaluated on the criteria listed on the final page of this course outline. Presentations will be evaluated for clarity, comprehensiveness, incorporation of technology, integration with other learning's from the class (discussions, readings, lectures, simulations, etc.), analysis and insight. Within the panel presentation, you will include (1) a description of significance of the issue; (2) the historical context; (3) your position on the issue and your rationale for taking that position; (4) a defense of your position with appropriate references and (5) a conclusion that integrates the significance of the issue and the position you have taken.

Your presentation **MUST** go beyond the descriptive (who, what, when, where) and *must contain depth of analysis and breadth of synthesis (why and how what you describe is significant/important/relevant).*

Your presentation will total 20 minutes in length (15 minutes presentation/5 minutes questions and discussion). Your presentation will include the use of technological, visual, aural, tactile, teaching aides (as available). You will provide each student and the professor with copies of relevant graphics/visual organizers. In addition to the assessment rubric, presentations will incorporate a peer-review process. **(TPE's 4, 8, 10, 15). Due: 4/10/07 & 4/17/07. To be presented in-class.**

5. Class field trip to Museum of Tolerance and Electronic Journal Entry/Reflection (10 points) – Date to be planned: You **MUST** attend the fieldtrip with the class. **Please do not ask for an exception.** If you cannot attend the fieldtrip you will complete the assignment described below.

Or

Community Description (10 points) . Select a community that you wish to study. The community should reflect some aspect of cultural diversity. Take a "tour" of the community. What do you observe? Take notes of the types of stores, homes, streets, signs, advertisements, that you observe. Based on your tour, begin to form some questions about this community. What kind of a "feel" do you get of this community? What is the "culture" of the community? Define the community. Provide a detailed description, as if drawing a picture. Pose at least 3 questions which deal with some aspect of culture: e.g., the nature of culture, perceptions culture, historical perspectives, demography, to name a few. Address each question in your paper, and write beyond the "observable" to address deeper notions concerning culture. *You are encouraged to discuss your questions with the professor, who will be able to guide you in your discussion.*

Discussion of your questions (analysis) should be integrated with readings and activities specifically associated with your participation in the culture modules. Please provide the appropriate citation within the text and reference section. All papers should be double-spaced. Overall, your study of the community should address this question: *Given what I have learned in this community study, what can I plan for as an individual entering the field of education?* You will also identify a specific resource which may aide other educators in addressing the needs of a specific cultural group. Describe the resource (e.g., program, curriculum, research, book) and write up a one page summary which provides pertinent information for teachers. Include your notes and any other information concerning the community in an appendix. Minimum 8 page write-up. Please use the following time line to help you with your paper.

Due: 5/15/07 Submit on the Blackboard drop-box and bring a hard copy to class).

6. Outcome Assessment(20 points)

This is your opportunity to examine your own learning that has occurred during this class. (You will draw upon various class discussions, readings, assignments, etc. Give specific examples). You will select the most important learning or closely related sets of learning's you have acquired during the course. You will write in detail on the following questions: (1) what you learned, (2) how you knew you were learning something of significance (assessing your own learning), (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and (4) how you will be able to demonstrate overall "cultural competence." (Be sure to address each of these questions).

The paper will be graded on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. Be sure to address EACH of the items listed in this assignment. (15 points possible). (TPE's 7, 4, 8, 10, 15): (Please submit on the Blackboard drop-box and bring a hard copy to class). **OUTCOME ASSESSMENT DUE: 5/8/07.**

4. Grading

Scoring

Grading Scale

Assignment	Possible Points			
Personal History	20	184-200	=	A
Book Report &	40	178-183	=	A-
Book Talk		172-177	=	B+
Bilingual Teacher		164-171	=	B
Interview	20	158-163	=	B-
Panel Presentation	30	152-157	=	C+
Museum of		144-151	=	C
Tolerance OR		138-143	=	C-
Community	10			
Description				
Outcome Assessment	20			
Attend	30			
Participation	30			
Total	200			

Syllabi for 563 and 564

The reviewers would like to see the syllabi for these 2 new courses.

Faculty Vita:

Reviewers would like to see vita for the 4 identified faculty members.

Course Layout for the students:

Where do the 2 new courses fit into the overall design of the SB 2042 program? Are any 2042 courses eliminated? Is the course sequence altered for BCLAD candidates?

The document says that BCLAD candidates will complete all courses with regular 2042 candidates and add these 2 new courses. What modifications, if any, are planned in the traditional 2042 courses for the BCLAD candidates, such as an alternative assignment or completion of an assignment in Spanish?

Observation forms for student teaching:

Is there any modification in the observation protocols for student teaching candidates in the BCLAD program? If so, please describe the modifications.

Candidates are advised to take the listed course as a pre-requisite. The document says that many students do take this course as part of the undergraduate liberal studies coursework. If a candidate comes to CSUCI for credential work, will he or she be required to take this course as a prerequisite?

EDUC 445 – The Chicano/Mexicano Child and Adolescent

Field Exeriences

Standard 7 (BCLAD) says: field experiences prior to assuming daily teaching responsibilities include at least one extended experience as an observer and participant in a class in which a substantial proportion of the students are limited-English proficient and are receiving instruction designed for LEP students which includes first and second language acquisition and specially designed academic instruction in English."

How will the program ensure that this experience takes place prior to daily teaching responsibilities and that all candidates have at least one such extended experience?

COURSE OUTLINE
EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING
Spring 2007 – (Subject to revision)
Professor Lillian Vega Castaneda

***For Your Information:** The faculty union is in the midst of contract negotiations and there is a possibility of a work interruption. Updates on this situation will be provided throughout the course.*

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>
1/23	Introduction Course Overview Demographics, Social, Cultural, Linguistic & Other
1/30	Community Building: Cultural Pursuit Activity Beloit College Mindset List – Class of 2010 Read: "Foundations of Multicultural Education," <u>Multicultural Education in a Pluralistic Society</u> , ch. 1 <i>Discuss Personal History Assignment</i>
2/6	Cultural Contact Demographics, Social, Cultural, Linguistic & Is there an American culture? If the World were a Village - Activity Community building activity – 4 Corners Exercise <i>Form Book Club Groups</i> <i>Forming Expert Groups & Panels</i> Read: "Class," <u>Multicultural Education in a Pluralistic Society</u> , Chapter 2 & "Racial & Cultural Superiority," <u>Deculturalization</u> , ch. 1.
2/13	<u>Personal History Due (to be presented in small groups).</u> Class, Ethnicity, Gender, Definitions of culture; Manifestations of culture. Read: <u>Multicultural Education in a Pluralistic Society</u> , Chapter's 3 and 4; <u>Rethinking our Classrooms</u> -

- 2/20 Deculturalization & Schooling (The Native Americans)
Read: Deculturalization, Chapter 2 & Chapter 3 (The African Americans). Religion – Multicultural Education in a Pluralistic Society, Chapter 6.
Video: Victor Villasenor & Lily Wong Fillmore
The Conservative Perspective
- 2/27 Language Policy & Politics (Proposition 227; 187; and others)
Read: Multicultural Education in a Pluralistic Society, Ch 7 & Freedom Writers, Pages 1 – 29. Rethinking our Classrooms -
Video: The Lemon Grove Incident
The Liberal Perspective.
- 3/6 **Read:** Bilingual/multicultural education in the U.S. Linguistic Diversity in Multicultural Classrooms
Read: Deculturalization, chapter 4 (Asian Americans: Exclusion & Segregation) & Freedom Writers, Pages 30 – 46.
Rethinking our Classrooms -
Bilingual Teacher Interview Due
Video: Fear and Learning at Hoover Street Elementary School
- 3/13 Gender differences, cultural influences, sexual orientation, gender identity. **Read:** Rethinking our Classrooms - & Freedom Writers, Pages 47 – 77.
The Progressive Perspective
Video: It's Elementary: Thinking about Gay Issues & Assault on Gay America.
- 3/20 **SPRING BREAK!!!!!!**
- 3/27 The politics of schooling
The Critical Perspective (Lecture on Critical Theory)

Read: Deculturalization, chapter 5 (Hispanic/Latino Americans: Exclusion & Segregation) & Chapter 6 (The Great Civil Rights Movement & the New Culture Wars) & Freedom Writers, Pages 78 – 107.

Video: Shadow of Hate in America OR The Truth About Hate

4/3

Civil Rights Law in Education; Exceptionality

Read: Multicultural Education in a Pluralistic Society, Chapter 5 & Freedom Writers, Pages 108 – 138;
Rethinking our Classrooms -

4/10

On-Line Class Meeting: Freedom Writers, Pages 139 – 191.
BlackBoard; Rethinking our Classrooms -

4/17

Panel Presentations

4/24

Age & Education that is Multicultural

Read: Multicultural Education in a Pluralistic Society, chapter's 8 & 9; Rethinking our Classrooms -

5/1

Book Talks in-class today.

Read: Freedom Writers, Pages 192 – 220; 221-272.

5/8

Book Talks in-class today & Student Outcome Assessments due today.

Course Evaluation.

Read: Freedom Writers, Pages 272-277.

5/15

Finals Week: Book Talks & Displays for all Book Clubs & Reports Due Today.

Community Description due (alternative assignment if you cannot go on the Museum of Tolerance Field trip

Karp, Joan

From: Castaneda, Lillian
Sent: Wednesday, July 09, 2008 11:03 AM
To: Karp, Joan
Cc: Castaneda, Lillian
Subject: BCLAD Questions from CCTC
Attachments: CSUCI_BCLAD.doc

Hi Joan,

These are the questions Teri sent. I responded to the questions on syllabi, faculty vita and course lay-out. I also answered the question on EDUC 445. I do not think I answered the Field Experiences question - I forwarded it to Merilyn & Jacque. I'll look for that email. I am going to check in with Teri on our BCLAD and transition to the new standards.

Take care,

Lil

Lillian Vega Castaneda, Ed.D
Professor, Language, Culture & Literacy
School of Education
Chapter President, California Faculty Association, CSUCI
California State University Channel Islands
(805) 437-8872 (Office)

From: Clark, Teri [mailto:TClark@ctc.ca.gov]
Sent: Sat 6/2/2007 1:32 PM
To: Karp, Joan; Castaneda, Lillian
Cc: Ackerman, Teri; Birdsell, Jo
Subject: Bilingual Program

Joan and Lillian:

I am please to notify you that the reviewers have completed the initial review of your proposed BCLAD MS program and although there is some additional information that the readers would like to see, these issues are of a technical nature.

Therefore, staff is recommending that the COA approve your MS BCLAD program at the June 6 COA meeting. Your program will be included in an infolder item because the agenda has already be prepared and distributed. I am attaching the file with the questions and additional information that the reviewers would like to see. Would it be possible for you to send this information within the next six weeks? If you have any questions about the reviewers requests, please contact Jo Birdsell (jbirdsell@ctc.ca.gov).

Teri