

Bilingual Authorization Teaching Performance Expectations: Part 1

Part 1: Bilingual Teaching Performance Expectations

In the matrix below, denote the candidates' opportunity to learn and master the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the "Course Title and Number" text below. For each competency, note when the program/candidate introduces (I), practices (P), and assesses (A) the competency. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. These notations may occur under more than one course heading, but programs are encouraged to identify only the best example(s), up to four for each I, P, and A.

Link to Commission Approved [Bilingual Authorization Program Standards](#)

Institution Name: **CSU Fullerton**

Program Coordinator Name: **Fernando Rodriguez-Valls**

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Courses:

EDSC/EDEL 446 K- Methods and Inquiry for Korean Bilingual Teachers

EDSC/EDEL 446 S- Methods and Inquiry for Bilingual Teachers

EDSC/EDEL 446 V- Methods and Inquiry for Bilingual Teachers- Vietnamese

EDSC/EDEL 541 K- Culture and Education of Korean Students

EDSC/EDEL 541 S- Culture and Education of Latino Students

EDSC/EDEL 541 V- Culture and Education of Vietnamese Students

Bilingual Teaching Performance Expectations	EDSC 446 S	EDSC 541 S	EDSC 446 K	EDSC 541 K	EDSC 446 V	EDSC 541 V
1. Engaging and Supporting All Students in Learning. Beginning bilingual teachers:						
<i>1.1 Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.</i>	I ; P ; P ; A ; A ; A ; A ; A - Lesson Plan	Weekly Reading Responses (Weeks #2, #5, #6, #9, #10, #11) I, P Family	I ; P ; P ; A ; A - Lesson Plan	I Lessons 1-3	I Lecture, readings Day 1	I ; P Lectures #7, 8 Readings in #7, 8

		History Research Paper A				
<i>1.2 Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.</i>	P ; A ; A ; A ; Lesson Plan	Research & Oral Presentation on a Latin American Community L.A.P Week Lessons: #7 L.P	I ; P ; P ; P ; P ; A ; A - Lesson Plan	P Lesson #4 P Reflection	I Overview in lecture & Lesson Plan assignment, Day 4	I, P, A Presentations #1, 2
<i>1.3 Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.</i>	P ; P ; A ; A ; A ; A ; A ; Lesson Plan	Family History Research Paper A Week Lessons: #7 L.P	I ; P ; P ; A - Lesson Plan	P Lessons 7-9 & Research Project	I Overview in lecture & Lesson Plan assignment, Day 4	I, P Lectures in # 7, 8 Readings in #7, 8
<i>1.4 Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.</i>	I ; P ; P ; A ; A ; A ; A ; A ; Lesson Plan	Family History Research Paper A Week Lessons: #2, #3, #5 L.P	I ; P ; P ; A ; A ; A - Lesson Plan	P Lesson 7 A Research Project	I Lecture & Readings, Day 4	I Readings in #2, 3, 4, 7, 8 A Assignments #1, 2, 3
<i>1.5 Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.</i>	P ; A ; A ; A ; Lesson Plan	Week Lessons: (#9, #10, #11) L.P Family History Research	I ; P ; A - Lesson Plan	P lesson 10 A Digital Resource	I Lecture & readings, Day 6	I, P, A Final paper

		Paper A				
<i>1.6 Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.</i>	I ; P ; A ; A ; A ; A ; Lesson Plan	Week Lessons: #8, #10, #11 L , P	I ; A - Lesson Plan	I Lessons 5,6	I Lecture & readings, Day 6	
<i>1.7 Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.</i>	I ; P ; P ; A ; A ; A ; Lesson Plan	Family History Research Paper A Weekly Reading Responses (Weeks #4, #6) L , P	I ; I ; A - Lesson Plan	I Lesson 1	I Lecture & readings, Day 8	L , P Lectures in #7, 8
2. Creating and Maintaining Effective Environments for Student Learning. Beginning bilingual teachers:						
<i>2.1 Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.</i>	I ; P ; P ; A ; A ; A ; A ; A ; Lesson Plan	Weekly Lessons: Weeks #5, #9 L , P	P ; A - Lesson Plan	I Lesson 8	I Lecture & readings, overview of Mini Case Study Assignment Day 8	L , A Readings in #2, 3, 4, 5, 6, 7, 8
<i>2.2 Create and maintain a welcoming and supportive classroom, or another instructional environment, where all students feel valued, safe, and respected by adults and peers.</i>	I ; I ; P ; A ; A ; A ; A ; Lesson Plan	Weekly Lessons: Weeks #9, #11 L , P	I ; P ; A - Lesson Plan	P Introductory activity	I , P , A Lesson Plan Assignment Day 4	L , P Lectures in #7, 8

<p>2.3 Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learners' assets and needs.</p>	<p>P; A; A; A; Lesson Plan</p>	<p>Family History Research Paper A Weekly Reading Responses (Weeks #11, #9) L, P</p>	<p>P; P; A- Lesson Plan</p>	<p>I Lesson 9</p>	<p>I Lecture & overview of Mini Case Study Day 8</p>	<p>L, P Lectures in #7, 8</p>
<p>2.4 Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community.</p>	<p>P; A; A; A; A; Lesson Plan</p>	<p>Family History Research Paper A</p>	<p>I; A - Lesson Plan</p>	<p>I Lessons 7 & 8</p>	<p>I Lecture & overview of Mini Case Study Day 8</p>	
<p>2.5 Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect the diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.</p>	<p>I; P; A; A; A; A; Lesson Plan</p>	<p>Weekly Reading Responses (Weeks #9) I</p>	<p>I; P; A - Lesson Plan</p>	<p>P Final project</p>	<p>L, A Lesson Plan Assignment Day 4</p>	<p>L, P Lectures in #7, 8</p>
<p>2.6 Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.</p>	<p>I; P; A; A; A; Lesson Plan</p>		<p>I; P; P; A - Lesson Plan</p>	<p>A LP project</p>	<p>I Lecture & Readings Day 9</p>	

<p>2.7 Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.</p>	<p>I; P; A; A; A; A; Lesson Plan</p>	<p>Weekly Reading Responses (Week #7) !</p>	<p>I; P; A - Lesson Plan</p>		<p>I, P, A Mini Case Study Assignment Day 8</p>	
<p>3. Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy). Beginning bilingual teachers:</p>						
<p>3.1 Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through instructional planning and instructional activities with students.</p>	<p>I; I; P; A; A; A; Lesson Plan</p>		<p>I; P; P; P; P; A; A - Lesson Plan</p>		<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13</p>	<p>I, P Lectures in #7, 8</p>
<p>3.2 Collaborate with colleagues to plan content instruction that acknowledges the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.</p>	<p>P; P; A; A; A; A; Lesson Plan</p>		<p>I; P; P; P; P; A; A - Lesson Plan</p>	<p>A LP project</p>	<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13</p>	<p>! Lectures in #7, 8</p>
<p>3.3 Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.</p>	<p>I; I; I; P; A; A; Lesson Plan</p>	<p>Weekly Reading Responses (Week #7) I, P</p>	<p>I; P; P; P; P; A; A - Lesson Plan</p>		<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13</p>	<p>I, P Lectures in #7, 8</p>

<p>3.4 Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional resources to support student content learning.</p>	<p>I; P; A; A; Lesson Plan</p>		<p>I; I; P; P; P; A; A - Lesson Plan</p>	<p>A Digital Resource</p>	<p>I Overview in lecture Day 4</p>	
<p>3.5 Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.</p>	<p>I; P; P; A; A; Lesson Plan</p>	<p>Family History Research Paper A</p>	<p>I; P; P; A; A - Lesson Plan</p>	<p>I Lesson 1</p>	<p>I Overview in lecture Day 8</p>	<p>I, P Lectures in #7, 8</p>
<p>4. Planning Instruction and Designing Learning Experiences for All Students. Beginning bilingual teachers:</p>						
<p>4.1 Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental and linguistic processes, including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.</p>	<p>I; I; P; A; A; A; Lesson Plan</p>		<p>I; P; P; P; A - Lesson Plan</p>	<p>P LP project A Reflection #5</p>	<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13</p>	<p>I, P Lectures in #7, 8</p>
<p>4.2 Apply knowledge of the research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.</p>	<p>P; P; P; A; A; A; Lesson Plan</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #8) I</p>	<p>I; P; P; P; P; A - Lesson Plan</p>		<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13 Lesson Plan & Mini Case Study Assignments</p>	

<p>4.3 Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.</p>	<p>P; A; A; Lesson Plan</p>	<p>Weekly Reading Responses (Week #6) !</p>	<p>I; P; P; P; A - Lesson Plan</p>		<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13 Mini Case Study Assignment</p>	<p>I, P, A Readings in #7, 8</p>
<p>4.4 Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework when designing learning experiences for all students.</p>	<p>P; A; Lesson Plan</p>		<p>I; I; P; P; A - Lesson Plan</p>		<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13 Mini Case Study Assignment</p>	<p>I, P, A Readings in #7, 8</p>
<p>5. Assessing Student Learning. Beginning bilingual teachers:</p>						
<p>5.1 Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.</p>	<p>P; P; A; A; A; Lesson Plan</p>		<p>I; P; P; A; A; A - Lesson Plan</p>	<p>A LP project</p>	<p>I Overview in lecture Day 11</p>	
<p>5.2 Employ a variety of culturally relevant, unbiased instructional and assessment strategies appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.</p>	<p>P; A; A; Lesson Plan</p>		<p>I; P; P; A; A; A - Lesson Plan</p>	<p>A Reflection #5</p>	<p>I Overview in lecture Day 11</p>	<p>I, P Lectures and readings in #7, 8</p>

<p>5.3 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.</p>	<p>I; P; A; A; A; Lesson Plan</p>		<p>I; I; P; P; P; A; A; A - Lesson Plan</p>	<p>A LP Project</p>	<p>I Overview in lecture Day 10</p>	
<p>5.4 Collaborate with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge and use this information in planning instruction.</p>	<p>P; P; A; A; A; A; Lesson Plan</p>		<p>P; P; A; A; A - Lesson Plan</p>	<p>A LP project</p>	<p>I Overview in lecture Day 9</p>	
<p>6. Developing as a Professional Educator. Beginning bilingual teachers:</p>						
<p>6.1 Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.</p>	<p>I; I; P; A; A;</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #1, #2, #3, #4, #6) LP</p>	<p>I; I; A;</p>	<p>A Ethnic Studies Lesson</p>	<p>I, P, A Double-Entry Journal Assignment, Days 2, 5, 7, 9, 11, 13</p>	<p>I, A Readings in #2, 3 Assignments #2, 3</p>
<p>6.2 Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.</p>	<p>I; I; A; A;</p>	<p>Weekly Reading Responses (Week #17, #11) LP</p>	<p>I; I; P; A;</p>	<p>I Lesson 10 P Lesson 11</p>	<p>I Overview in lecture Day 9</p>	

<p>6.3 Demonstrate awareness of organizations committed to the advancement of bilingual education.</p>	<p>A;</p>	<p>Family History Research Paper A</p>	<p>I;</p>	<p>A Website Search</p>	<p>I Overview in lecture & Readings Day 9</p>	
<p>6.4 Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.</p>	<p>A;</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #8, #9, #10) L,P</p>	<p>I;</p>		<p>A Overview in lecture & Readings Day 9</p>	
<p>6.5 Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.</p>	<p>A;</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #8, #9, #10) L,P</p>	<p>I;</p>	<p>I Lessons 8 &9 A Research Project</p>	<p>I Overview in lecture Day 12</p>	<p>I, A Readings in #7, 8 Assignments #4, 5</p>
<p>6.6 Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and communities, and lack of valuing the diversity, dimensionality of language.</p>	<p>I; A; A;</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #6, #7) L,P</p>	<p>A;</p>	<p>I Lesson 9 Reading</p>	<p>I Overview in lecture & Readings Day 10</p>	<p>I Lectures and readings in #7, 8</p>

<p>6.7 Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and communities.</p>	<p>A;</p>	<p>Family History Research Paper A Weekly Reading Responses (Week #6, #7) I Research & Oral Presentation on a Latin American Community P, A</p>	<p>I;</p>		<p>I, P, A In-class activities. daily Q&A</p>	<p>I Lectures and readings in #7, 8</p>
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