University of LaVerne
LaFetra College of Education

Bilingual Authorization Initial Program Summary

September 2021

Table of Contents

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1. Program Summary

1.1 Proposed delivery models

Location	Delivery Model	Pathway
University of LaVerne Main Campus	In-person, hybrid and asynchronous	Traditional fieldwork and student teaching
University of LaVerne Main Campus	In-person, hybrid and asynchronous	Intern
University of LaVerne Regional Campuses	In-person, hybrid and asynchronous	Traditional fieldwork and student teaching concurrent with preliminary credential
University of LaVerne Regional Campus	In-person, hybrid and asynchronous	Intern

1.2 Initial Program Summary

Bilingual Authorization Program design principles

- Leadership within the credential program
  The LaFetra College of Education LFCE consists of 12 full-time faculty and over twenty part-time faculty. There is currently an interim program chair and assistant program chair. There are also lead faculty for each course. These lead faculty are responsible for course development, communication with other faculty who teach the course including adjuncts, and syllabus and Blackboard development. Faculty also assume leadership roles in specific areas such as research, curriculum development, state and national organizational representation.
- Communication within the credential program and with the institution
  Ongoing communication occurs through emails, one-on-one meetings and monthly program meetings for faculty and staff. These occur both face-to-face and virtually. There is also a monthly college meeting. All faculty are also required to provide service on college and university-wide committees.
- Structure of coursework and field experiences in the credential program.

The teacher education program and Bilingual Authorization is sequential and scaffolded. Candidates can elect to take Masters' courses either during the teacher education program or after the completion of the preliminary credential. The BA will be taken concurrently with the preliminary credential.

- Program modifications over the recent two years

  As with all school districts in California during the pandemic, major changes occurred including synchronous, online instruction and virtual fieldwork. Upon reflection of the eighteen months of implementing these changes, faculty decided that the teacher education and Bilingual Authorization programs will be delivered both face-to-face and online.

- Means for stakeholder input

  The teacher education program is actively engaged with local induction programs and well as partnerships with local school districts. In addition, the teacher education program has an advisory board that provides input about the program to the faculty. There are several partnerships including Pomona Unified School District and Foothill Knolls School in Upland Unified School District.

Course of Study (Curriculum and Field Experience)

The preliminary teacher education program, which includes either a multiple or single subject credential, consists of 33 units. These units can be finished over a two-year period. The Bilingual Authorization will consist of an additional 9 units and can be taken concurrently with the preliminary credential. Candidates enrolled in coursework and fieldwork experiences concurrently in both the preliminary credential programs and the Bilingual Authorization program will also be involved in fieldwork in every course.

Both the courses in the preliminary credential programs and the Bilingual Authorization program are sequential and scaffolded.

EDUC 434
EDUC 435
EDUC 436

Coordination of coursework with field work

• Fall start	Fall	January	Spring	Summer	Fall	Spring
Course sequence	EDUC 425 EDUC 426 EDUC 434	(EDUC 434)	EDUC 440 EDUC 441 EDUC 435	EDUC 435 EDUC 436	EDUC 491 EDUC 492 EDUC 436	EDUC 497 EDUC 498
Units	8 units 3 units	(3 units)	8 units 3 units		6 units (3 units)	12 units

Field experiences & student teaching	30 hours		30 hours		20 units	15 weeks (600 hours total)
Assessments						

Teacher education program in black

Bilingual Authorization program in red.

The Bilingual Authorization courses and the preliminary credential courses will be taken concurrently.

Candidates in the Bilingual Authorization program will have their fieldwork and student teaching placement in a bilingual classroom. This fieldwork and student teaching will be completed during the preliminary credential program.

- Types of coursework in critical areas (e.g., English learners for all initial teaching programs)
  The teacher education program and Bilingual Authorization program are scaffolded and carefully designed to introduce, practice and assess critical skills including how to teach English learners and neurodiverse students. EDUC 426 for the multiple subject credential and EDUC 428 for single subject credential deal specifically with teaching Els, Neurodiversity, including special education, autism and dyslexia. Similar content is infused in the other credential courses: EDUC 425, 426, 427, 428, 440, and 443. Fieldwork and student teaching placements are in districts that represent the diversity of California. For the fieldwork in the Bilingual Authorization program, students must be placed in bilingual classrooms, preferably dual immersion settings.
- Connection of field experience with coursework
  Faculty, Supervisors and the Director of the Clinical Experience recognize the importance of linking theory and practice. Continuous communication and improvement are ongoing between these three groups. The team roughly uses the Korthagen model of theory, practice, reflection and new direction.
- Field supervision, advisement, evaluation: frequency, type, from BOTH the program personnel and the district employed individual (master teacher) when required in a program

  Candidates in both the preliminary credential and the Bilingual Authorization program have fieldwork embedded in each course with an assigned supervisor each term. Ideally, this supervisor follows the candidate throughout the program. Supervisors observe, assess, provide feedback and direction for the candidate each. In addition, the master teacher provides guidance and feedback to the candidate while in the classroom.

Assessment of Candidate Competence

- How, when candidates are assessed for program competencies
  The overarching umbrella of the LFCE (LaFetra College of Education) teacher education program is Universal Design for Learning (UDL). All courses are also aligned with the California Teacher Performance Expectations (Cal TPEs). As the program is scaffolded, diagnostic, formative and summative assessments are continuously implemented throughout both the preliminary credential program and the Bilingual Authorization program. In addition to assessing methodology, pedagogy, dispositions, and content knowledge, all four components of Spanish language development are assessed during the Bilingual Authorization program. BA candidates will also be required to pass the CSET Test II exam. Candidates also complete key assessments at the end of each term which are used by the college and university for continuous improvement.

  Bilingual Authorization candidates will be interviewed at the beginning of the program. At that time, the advisor will use the Student Oral Language Matix (SOLOM) during the initial interview to gain a benchmark of Spanish language proficiency. Although candidates will be required to pass the CSET Section II in Spanish, they will receive monitoring and assistance throughout the program.

  There are diagnostic, formative and summative assessments throughout the Bilingual Authorization program.

  Course Matrix for Multiple Subject
  Course Matrix for Single Subject

  The program is designed to be scaffolded so that pedagogical and language skills are assessed during the courses, fieldwork and student teaching by faculty and advisors.

  What advice candidates receive about how they will be assessed in the program and informed of the results of those assessments
  Candidates have ongoing communication with their instructors, advisors and credential analysts. Candidates will have an advisor for both the teacher education program and for the Bilingual Authorization program. The advisor for the BA also monitors language fluency and program toward passage of the CSET II.

2. Organizational Structure

2.1 Organizational chart

2.2 Third party entity

NA

3. Faculty Qualifications
  Anita Flemington
  Christian Bracho
  Shana Matamala
  Valerie Beltran
  Justi Saldaña

3.1 Table of proposed faculty

3.2 Faculty and course work

4. Course Sequence
4.1 Course Sequence

5. Course Matrices
5.1 Course Matrix for Multiple Subject
5.2 Course Matrix for Single Subject

6. Fieldwork and Clinical Practice

6.1 Fieldwork and Clinical Practice Hours

• Fall start	Fall	January	Spring	Summer	Fall	Spring
Course sequence	EDUC 425 EDUC 426 BA #1	(BA #1)	EDUC 440 EDUC 441 BA # 2	(BA # 2) BA # 3	EDUC 491 EDUC 492 (BA # 3)	EDUC 497 EDUC 498
Units	8 units 3 units	(3 units)	8 units 3 units	3units (3 Units)	units (3 units)	
Field experiences & student teaching	40 hours 20 hours	(20 hours)	40 hours 20 hours	20 hours (20 hours)	40 units (20 hours)	15 weeks student teaching (600 hours total)

| Assessments | Course assessments including supervisor observations and evaluations

Key Assessments | | Course assessments including supervisor observations and evaluations

Key Assessments | Course assessments | Course assessments including supervisor observations and evaluations

Key Assessments | Course assessments

supervisor observations and evaluations

TPAs |
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Teacher education program in black

Bilingual Authorization program in red

The Bilingual Authorization courses and the preliminary credential courses will be taken concurrently.

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6.2 MOUs

6.3 Training materials

>**TPA Assessment guides**
>**TPA Assessment guide # 1**
>**TPA Assessment guide # 2**

7. Implementation of Teacher Performance Assessments (TPAs)

7.1 TPA Model

The University of Laverne teacher education program uses the CalTPA model. Dr. Shana Matamala is the Director of Teaching Fieldwork and is the coordinator of the Teacher Performance Assessments.

7.2 TPA Coordinator

7.3 Placement policy

Placement Policy for Candidates in the Bilingual Authorization Program

- The school must be WASC accredited.
- The position must be at least a 75% teaching contract.
- Single Subject candidates must have at least 4 periods a day in the authorized subject area.
- There must be a diverse student population with at least 25% English language learners.
- A current Memorandum of Understanding must be on file.
- The school-site support provider must have a Clear Credential in the same content area as the candidate AND have an EL Authorization.
- The school-site support provider must have at least 3 years of teaching experience.
- The school-site support provider must make a commitment to support the candidate.
- The school-site support provider and the university have a shared responsibility to provide mentorship and supervision.
- **The placement must be in a bilingual or dual immersion setting.**

7.4 Centralized scoring

7.5 Appropriate use of materials

As of September 2018, the teacher education program uses centralized scoring as per the state requirement.

All of the candidates have access to necessary material including video instructions, permission slips and waivers posted on Blackboard.

Materials

7.6 Appeal process

7.7 Remediation Policy

7.8 Potential Assessors

All TPA assessment is centralized. The Coordinator of the Clinical Experience submitted names of potential assessors to Pearson for review.