



Program Review Submission for the Bilingual Authorization (BILA)

History, Theoretical Foundation and Program Design

The Bilingual Authorization (BILA) at the University of Southern California, Master of Art in Teaching (MAT) program is grounded in the belief that all students come with a range of linguistic abilities and assets ready to attain academic success in school and beyond. California is rich in language resources. Currently there are over 1.6 million ELs in CA (4.7 million nationally). The range of language learners in our classrooms allows all children to benefit from the linguistic and cultural diversity that fills our classrooms. The BILA program supports candidates to understand that teachers are key in helping students see language across the curriculum, guide language through differentiation for diverse language learners, and use language as a means for access and equity. The MAT program believes strongly in the important role that language plays in the academic achievement of all children and therefore has integrated strong language and literacy instruction across all courses in the program.

The purpose of the MAT BILA program is to help teachers learn how to support diverse language learners in the classroom. Through coursework and field experiences, credential candidates are guided in their understanding of the history, policies, and current instructional practices for language learners in our classrooms, including English learners, Long Term English Learners, Newcomers, Standard English Learners and English Only students. More specifically, the BILA at USC prepares Spanish-speaking teacher candidates to prepare for teaching and supporting language learners and their families whose primary language is Spanish. Understanding that the majority of English language learners in California and across the country speak Spanish, BILA at USC hopes to contribute to the pool of teachers working to support this large student population.

In 2015, in response to the newly revised California Standards for the Teaching Profession, the USC Rossier MAT Program embarked upon a comprehensive program revision. The goal was to align more effectively with the new standards and to move toward an integrated general education/Education Specialist teacher preparation, where Candidates completing the program could be recommended for both credentials. The BILA was also an integral part of this new program format. All BILA standards with the exception of standard 5 and 6 (Spanish language specific exams) were embedded in the MAT program for all MAT candidates to complete. In addition, candidates seeking a BILA in Spanish at the time took one additional course related to culture. However, as of September 2020, the additional course has been replaced with the CSET LOTE V to meet standard 5 of the BILA standards related to culture. Therefore, the program of study for the BILA candidate is the successful completion of the multiple or single subject MAT program that includes coursework that meets the BILA standards, primary language fieldwork experiences, and CSET LOTE III and V.

Leadership for this effort was shared by the Rossier School of Education and the MAT Program faculty. At the school level the Rossier School of Education Dean and the Associate Dean of Academic Programs participated in the conceptualization of a new program and decision-making related to resources, personnel and accountability with the MAT Program Chair. The Program Chair was guided by Course Coordinators (leads from each content area and Clinical Experience), as well as MAT Governance, a board of four faculty, one from each of the credential areas (Secondary, Elementary, Education Specialist and BILA). Communication flowed through the sharing of each of these groups' meeting notes and multiple school and program emails, publications, and [meeting agendas](#) (ex., All Faculty and Staff Meeting). Program development documents and communication were/are kept in a Google doc file, MAT Prime, available to all faculty.

Site-based partners were (and continue to be) an integral part of the development and review process. They attended [meetings dedicated to their input](#), scheduled in the late afternoon online, and participated in [Fall and Spring Retreats](#). Partners whose role is also that of Guided Practice Mentor met with Core Pedagogy and Practicum professors each term to consult about Candidates on ZOOM or telephone. Partners teaching as adjunct and part time faculty attended course faculty meetings held every 2 weeks, where their contributions to assessment and curriculum could be made. Full time faculty were (are) frequently at schools where local Candidates are placed, to discuss ideas and consult with mentors. [Course Coordinator Meetings](#) and [MAT Governance Meetings](#) continue to discuss and represent the interests and concerns of *all* faculty. These meetings and ongoing communication reviewed MAT program coursework and assessments for ongoing program improvement. Additionally, a BILA advisory group that consists of 2 full-time MAT faculty who oversee the BILA program, and 3 field-based partners with a range of experiences working with English learners and bilingual settings, meet to discuss the BILA program. This group of advisors reviewed and developed the BILA specific fieldwork tools and rubrics used for primary language fieldwork requirements. The implementation of the [DUAL CREDENTIAL Program](#), including the BILA was the focus of a faculty professional development on Sept. 14, 2020.

To accomplish this [BILA Candidates are placed in classrooms with English language learners](#) for the duration of their field placement and required to demonstrate teaching in the primary language (Spanish), as well their meeting all criteria on the [Bilingual Authorization Fieldwork Competencies](#). Candidates show demonstration of BILA fieldwork criteria during Term 3, as well as successful completion of CSET LOTE III and V.

[During the pandemic flexibility has required the MAT to diversify how hours are being met, in accordance with the CTC's acceptable options.](#) In this context, 15-20 hours a week are expected in General Education. BILA competencies will be met during general education hours through a variety of professional development and virtual contact formats with students. Activities designed to meet these categories are virtual instruction, webinars, instructional monitoring of student growth and feedback on work submitted. For BILA candidates, the primary language requirements are met as part of the overall fieldwork requirements as outlined in the [BILA fieldwork guide](#) for Candidates.

[Course of Study - Curriculum and Field Experience](#)

Courses supporting the development of BILA skills are highlighted in red below.

The initial revision made during the first phase of change was that coursework addressing pedagogy/instruction, and field experiences were integrated into one course, called Core Pedagogy and Practicum. This is a consistent format across each of the three terms (EDUC 670, 673 and 677). These courses parallel the two other series of coursework, *Teaching Students with Learning Differences* (Seminar A Continuum) and *Language and Literacy* (Seminar B Continuum). The three strands were designed to connect to each other through shared content, foci of assignments and the use of reflection as a developmental tool in each term. Some faculty teach more than one course in a term which

facilitates integration. [A course and sequence](#) (ex. Term 1) shows how they support and enhance each other for a more holistic and unified approach toward learning to teach. Standards framing the Multiple/Single Subjects Preliminary credential, Preliminary Education Specialist/Mild-Moderate with Autism Authorization credential and the Bilingual Authorization (BILA) are addressed through this integrated approach.

Term 1

In Term 1, *Introduction to Curriculum & Pedagogy in Urban Schools*, the first course in the Core Pedagogy and Practicum continuum, [EDUC 670 Elementary and Secondary](#), is a general introduction to curriculum and instruction (pedagogy) affecting teaching and learning across disciplines, grade levels, and different social contexts of schooling. The understanding of theories and research related to curriculum design and instructional models is a prerequisite to the development of professionalism and prospective teachers' abilities to implement and advocate for appropriate practices responsive to needs, interests, and abilities of K-12 students in all educational settings. The explicit knowledge of curriculum designs and instructional models is intended to provide the foundation to assist educators in becoming "teacher leaders" within the classroom, school, district, and community/state/federal contexts. Throughout the program the Core Pedagogy and Practicum continuum coordinates the alignment of coursework and fieldwork.

[EDUC 671, Contexts in Educational Equity, Access and Agency](#), the first course in the Seminar A continuum. It addresses issues of varying educational contexts, equity and access to quality educational experiences, influences of a wide range of student characteristics and begins a program-long critical conversation focused on reflection, discourse and culturally relevant pedagogy.

[EDUC 672, Integrated Language Development Across the Curriculum](#), connects to this foci from a language development perspective. It explicitly presents candidates with the clear connection between language and learning in school, across all curricular areas. The focus on the role of language in schools today is evidence of the role language plays in the academic success of all children. At the core of all learning is language. Students access knowledge and information through language and in turn use language to communicate their learning.

Term 2

Term 2 begins simultaneous on-site Guided Practice and continued in-class study of pedagogy and instruction in the integrated [EDUC 673 Integrating Social Studies, Language Arts and Guided Practice \(Multiple Subjects\)](#) and [EDUC 673 Applications of Curriculum and Pedagogy, Part A \(Secondary\)](#). The Guided Practice *Scope and Sequence* for students entering the MAT Fall 2020 (beginning Guided Practice Spring 2021) illustrates a gradual release toward independent teaching in this Term 2 integrated pedagogy and Guided practice course. Candidates begin with a co-teaching experience with their Guiding Teacher in Week 3, increasing the number of lessons taught every other week, to 4 sequential lessons a week, Weeks 11-13.

Seminar A coursework, [EDUC 674 Identifying and Teaching to Student Differences](#), explores instruction, differences in how students learn and how to address those differences in relation to school expectations and challenges to equal access to learning. EDUC 674 connects to 673 and 675/676 in that it proceeds with greater depth in examining the range of learners from typical students to those needing more support or challenge, presenting strategies to differentiate, scaffold, and assess fairly for high student outcomes.

Seminar B coursework, [EDUC 675 Literacy Instruction in Elementary Education](#) and [Educ 676 Literacy Instruction in Secondary Education](#) are designed to prepare teachers and prospective teachers in the application of a balanced, integrated, and interactive perspective to teaching reading/language arts in grades K through 8. The focus of the course is on the foundational skills and strategies needed

in the developmental phase of "learning to read," which is essential to the next phase of "reading and learning for life." This course examines how to foster literacy learning and support student's ways of learning, including those with special learning needs; those from language backgrounds other than English; and those from diverse cultures and/or socioeconomic backgrounds.

Term 3

In Term 3 (as in Term 1 & 2), assignments in Seminar A and B courses are aligned with the work in *Core Pedagogy and Practicum* continuum in the classroom setting. Key Assessments bring together both clinical experiences and coursework as applied assessments, inclusive of general education, students needing extra support, students who are second language learners and students who are advanced learners.

The [EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary History and Social Science Classrooms](#) (Social Science example) is designed for candidates to progress in the competencies of classroom teaching and apply content knowledge in their chosen discipline (e.g., Math, Science, English Language Arts, Social Science, or Multiple Subjects). This is conducted through the use of the models of teaching introduced in this program, and by demonstrating a repertoire of pedagogical practices responsive to the needs and interests of diverse learners. Candidates engage in various forms of inquiry, and facilitate instruction that enables learners to become collaborative and independent problem-solvers, as well as critical and creative thinkers. Candidates enroll in discipline-/content-area specific sections of this course.

[EDUC 678 - Applying Knowledge and Strategies for Teaching All Students](#). Inclusion is an increasing opportunity for Candidates to experience teaching across a full range of educational needs. While general education may be their educational home, integrated education has changed the professional lives of special educators and general educators; their practices (and the standards that guide their preparation) are more intertwined than ever before. Their work in collaboration with each other might include co-teacher, consultant / resource teacher, curriculum specialist, tutor, behavior specialist, or any combination to these. In each of these roles, today's educators must have the collaborative skills to accomplish this, to make the curriculum accessible to ALL students. This course is intended to prepare Candidates to develop effective educational interventions for all students through assessment, curriculum and instruction and classroom environment management. While all teacher education candidates may not seek to become teachers of students with special needs, all teachers will have students who require differentiation.

[EDUC 679: Blended Learning Experiences for Students in Urban Schools](#). This course is designed for teacher candidates to design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for K-12 students. Candidates will integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support *all* students in learning the appropriate standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning. The concept of literacy has expanded considerably, given that being literate means more than reading and writing. Not only does literacy include listening and viewing, but a number of other literacies have emerged as a result of the diffusion of information and communications technologies (ICT) into teaching and learning environments. This course expands the definitions of literacy through the lenses of digital media, technology, and information.

Even though BILA skills are not the primary focus for coursework not highlighted, integrating pedagogy and instruction for English Language Learners is critical to all MAT course work. Placing candidates in classes with English Language Learners, and learning and using pertinent skills from the beginning of the program is a requirement across *all* credential options.

[Field Experience: Guided Practice](#)

Offering both online and on ground learning formats, field experiences take place onsite in several states and in international settings, depending on the current needs of Candidates. [All placements are made in schools that meet specific criteria. Guiding Teachers also meet specific criteria.](#) Each Candidate's Team is made up of a site-based Guiding Teacher, University Professor, an Academic Adviser, and the Candidate. Other support personnel (writing coach, placement coach) interact with the Candidates as needed. Guiding Teachers and University professors teaching the *Core Pedagogy and Instruction* communicate directly. This format facilitates the University/School-site communication. Review and feedback from instruction are exchanged through videotaped lessons for both the on ground and online programs through the use of the Edthena platform where faculty and peers can review and respond to lessons at the same online site. The lessons can be archived for term review and use in the MAT clinical course curricula.

The newly revised program consists of three, 15-week terms, with three courses per term for a total of 28 units. Candidates are in the classroom Terms 2 & 3, (four days a week, with university courses on Fridays) implementing a gradual release format towards teaching full time. The program assures the 600 (typically 756 hours) clinical hours for General Education and the 150 additional hours for Education Specialist eligibility. The BILA standards are integrated into Guided Practice expectations as noted on matrix and syllabi. All standards are met through this integration. [A Clinical Scope and Sequence is provided here.](#)

MULTIPLE PATHS FOR DUAL CERTIFICATION_INTEGRATED MODEL **Courses specifically providing BILA content highlighted in RED**

| TERM 1 10 units | TERM 2 10 units | | TERM 3 – 2 paths, 8 units each (Candidates choose 1) | |
|---|---|---|--|--|
| <u>All students</u> EDUC 670 4 units ELEM: ELA, SS, ART SEC 670: Secondary Subject Specific 671 3 units 672 3 units | <u>Mult Subjects</u> EDUC 673 4units ELEM: Math, Sci, PE 674 3units 675 3 units | <u>Single Subjects*</u> 673 4 units Subject Specific * 674 3 units 676 3 units | Seeking Gen Ed,MST/SST 677 4 units: Pedagogy focuses on the general education 678 2 units 679 2 unit (same across all paths) | Seeking dual Ed Spec with Gen Ed 677 4 units: Course is consistent with other 677 but focuses on special needs. 678 2 units 679 2 units |
| Program Key Assessments completed by all Candidates, with Ed Spec and BILA Highlights | | | | |

| | | |
|---|--|--|
| <p>KA 1 Planning for Instruction and Assessment: Final Mini-Unit Plan</p> <p>Elem rubric</p> <p>Secondary Rubric</p> | <p>KA 2 Teacher Candidate Video Portfolio Analysis</p> <p>Elem Rubric</p> <p>Secondary Rubric</p> | <p>KA 3: EdTPA developed, implemented, submitted</p> <p>EdTPA Making Good Choices Guide</p> <p>KA 4: Capstone Rubric</p> <p>KA 5: Action Research Focused on a Student With a Learning Difference Rubric</p> <p>KA 6: BILA Authorization Fieldwork Competencies Rubric for BILA Spanish Lesson</p> |
|---|--|--|

Total units: 28 units

The curriculum aligns with several local district calendars. The Master of Arts in Teaching degree prepares teacher Candidates to pursue subject matter concentrations in the Multiple Subjects and Single Subject (Social Science, Science, English, Math) content, and encourages Candidates to pursue the BILA. [A snapshot of Spring 2020](#) shows 52 on-ground and 194 online Elementary and Secondary placements. Of those placements, 6 on-ground were in STEM related fields, as were 35 online Candidates. Eight were seeking the Education Specialist Credential. Four were adding the BILA authorization to their credential.

Assessment of Candidates

All Candidates are assessed through internal and external measures which are conducted during and after the completion of the MAT Program. The goal for this use of multiple methods is to maintain reliability and validity through documentation of progress toward 1) meeting California Teacher Preparation Standards and TPEs, 2) meeting the educational values of the *Domains* document, which embodies the MAT Conceptual Framework, and 3) providing evidence of impact in K-12 classrooms. Examples of mapping the connectedness of assessment efforts during the program in [EDUC 670 SS](#) and [EDUC 670 MS](#) are provided here.

Internal measures include informal evaluation such as performance in class activities, collegial support and collaboration in coursework and at the school site, and on-going individual and shared reflective activities which are part of each course. Each of these activities are integral to more formal course evaluation. Internal formal course evaluation includes all class assignments, as described in both the Program Review Matrix and course syllabi and three of the four Key Assessments (see chart above), which all Candidates in all subject matter areas must successfully complete. Examples of internal formal assessment which Candidates complete during Guided Practice are:

- Assignments submitted for review and feedback in **EDUC 673 (Guided Practice A)** include: 1 Entry Interview, 12 Goal Setting & Lesson Observation Forms completed by the Guiding Mentor Teacher, 3 Reflective Teaching Events, 2 Reflective Focus Videos, 1 Mini-Unit, 1 Video Portfolio Analysis, 1 Exit Interview.
- Assignments In **EDUC 677/677B (Guided Practice B)** include: 1 Entry Interview, 6 Goal Setting & Observation Forms completed by the Guiding Mentor Teacher, 6 Focused Videos, 1 edTPA Submission, 1 Capstone Project, 1 Exit Interview, 1 Final Performance Evaluation completed by Guiding Mentor Teacher. For BILA candidates, primary language reflective teaching events are also presented and reviewed by a BILA supervisor.

External assessment measures conducted during the MAT Program include the administration of [Common Indicator System \(CIS\)](#) tools in partnership with Deans for Impact. [The Teacher Belief and Mindset Survey](#) given 3 times during the MAT Program (the beginning, beginning of Guided Practice and the conclusion of the program). The purpose of this measure is to gauge attitudes toward commitment to the profession, inclusion, diversity and equity for alignment with the [Rossier Mission Statement](#). [The Beginning Teacher Survey](#) is conducted when Graduates are in their first teaching position, nine months after graduation for a self-report of how prepared they felt to teach all children when entering their own classroom. [The Employer Survey](#) measures this same performance, from the administrators perspective. Each of these have been conducted once. The MAT Program is working to increase the response rate on all measures.

[Key Assessment # 3, completion of the edTPA](#), the national Teacher Performance Assessment is conducted in Term 3. Internal Key Assessments 1 and 2 work toward preparing the Candidate to successfully complete the edTPA. [The pass rates for each content area](#), of the edTPA, disaggregated for online and on ground populations, is also an evaluation indicator.

Additional external assessments are analyzed after Candidates complete the MAT Program. The purpose of these measurements is to evaluate the level of skill and competence graduates feel they have developed, ([CCTC Program Completer Surveys](#)) and the degree to which site base Mentors feel they have acquired the skills to teach all students ([CCTC Master Teacher Surveys](#)). The Los Angeles Educator Pathways Partnership (LAEPP) is another source of data. LAEPP collects data on graduates working in the LAUSD from 8 teacher preparation programs in the Los Angeles Basin. One hundred, fifty-four (154) MAT graduates, with partial evaluation data, were identified as working in LAUSD between the years of 2012-16 ([the most recent report](#)). Of those full data was received and analyzed for seventy-six graduates. Four were rated Highly Effective, sixty-two were rated Effective, seven were rated Developing and three were rated Ineffective.

Currently, all Multiple Subject Candidates must successfully complete the RICA. Candidates seeking the BILA are also required to successfully complete the LOTE III and V and [Key Assessment # 6](#), which encompasses the criteria for BILA knowledge and skills applied to teaching in the primary language .

1.1.1 Table depicting location, delivery models, and pathways

| Location | Delivery Model | Pathway |
|--|----------------|------------------------------|
| USC City Center MAT – MS and SS: 1 start per year Fall of each Academic Year | In-Person | Traditional Student Teaching |
| National and International Locations MAT- MS and SS: Start # 1: Fall of each Academic Year Star # 2: January of the same Academic year | Online | Traditional Student Teaching |

2. Organizational Structure

The link below provides an **organizational chart** showing how the school and program leadership is organized within the Rossier School of Education (slides 1-14) and Teacher Preparation programs (Slide 10). The Dean of the Rossier School of Education has the final responsibility for all decision-making. He is supported by an Executive Council with representatives from Finance, Research and Faculty Affairs, Faculty Council, Equity and Inclusion, Academic Programs and Communications. Each of these areas has an organizational chain to define decision-making and governance.

The BILA is specifically supported by a faculty lead and BILA adviser. Students pursuing the BILA also work directly with a BILA supervisor, who is an experienced practitioner in the field and has experience, teaching, leading and working with a range of bilingual programs, instructional levels and families. Another site-based instructional partner collaborates with the team on a regular basis, guiding the program and Candidates. The Clinical Director confirms that the placement is BILA specific and that clinical criteria are met. The Credential Analyst confirms that criteria are met as part of the *Recommendation Packet*.

[2.1 Organizational Chart/Graphic, RSOE](#)

[2.2 Organizational Chart, BILA](#)

3. Faculty Qualifications

Currently 14 full time *Research, Teaching, Professional, Clinical Track* (RTPC) faculty are designated as MAT professors. In the Fall 2020 term the faculty also includes 22 online and four on-ground Part Time or Adjunct professors. Program and site-based collaboration is an important part of the BILA program. Both the [BILA supervisor](#) and [site-based instructional partner](#) currently work in educational contexts supporting English learners and use this experience to guide and teach BILA candidates. [The faculty lead](#) also works extensively in schools in the area of English Language Development (ELD) and bilingual education, including meeting with large districts related to programs for ELs and originated the core BILA related course (EDUC672). An [additional full time faculty member](#) works closely with newcomer programs in the field and has recently taken the lead in EDUC672 making on-going revisions based on feedback from other faculty members. Site-based instructional partners also make ongoing revisions based on their experiences in the field. All faculty associated with the BILA Program are bilingual in Spanish.

“Full-time research-track, teaching-track, practitioner-track, or clinical-track faculty (RTPC) appointments are made in accordance with University policy and school-specific guidelines. All initial appointments of such faculty must be approved by the dean or Provost. Each school must have active participation by RTPC faculty members in faculty governance, including on faculty guidelines for those tracks. RTPC faculty are appointed to fixed-term contracts that must specify the starting and ending dates of the appointment. [\(Section 4-C 2, USC Faculty Handbook, 2019\)](#). RTPC faculty can apply for promotion by meeting the [following criteria](#). USC also recognizes the importance of part-time faculty, who are essential and integral to maintaining the high standards of the School’s academic programs and fidelity to its mission. Therefore, the School sets forth in [a document guidelines for part-time faculty appointments, compensation, promotion and evaluation](#). Part-time faculty are appointed to a fix-term contract and are eligible to be elected or appointed to faculty governance bodies. Criteria for Adjunct Assistant Professor are:

Required Exhibits and links:

3.1 [USC Rossier Faculty Distribution Table](#)

3.2 [Annotated Faculty List with links to Faculty Vitae and Syllabi \(MAT\)](#)

3.3 [Published Adjunct Experience and Qualifications Requirements](#)

3.4 *Faculty Recruitment Documents:* Currently, the university has no openings as a result of a Covid19 related hiring freeze.

3.5 [MAT Faculty Guide](#)

4. Course Sequence

The course sequence has been described in both narrative and chart form in the program summary. 4.1 provided 2 links with descriptions of overall program information for candidates seeking the dual credential and BILA Authorization.

Required Exhibits/Link:

[4.1 Published course sequence from Course Catalog for Integrated MS/SS, Ed Specialist, BILA](#)

5. Course Matrix

5.1. provides **matrices** which support each set of standards denoting the candidates' opportunity to learn and master the competencies for that credential in this dual program. The required course matrix templates for each program have been used, using course names across the top and Candidate competencies down the left side. Each syllabus link connecting with a competency is noted with an I, P or A.

Required Exhibit:

[5.1. Course Matrix for Bilingual Authorization \(BILA\)](#)

Field Experience: Guided Practice

Field experiences take place onsite in several states and international settings, depending on the current needs of Candidates. All placements are made in [schools that meet specific criteria](#). [Mentor Teachers also meet specific criteria](#). A Candidate's Team is made up of a site-based Guiding Teacher, University Professor, a BILA Academic Adviser, and the Candidate. Candidates seeking the BILA also work with a BILA coach, who verifies and documents skills development towards meeting BILA criteria during terms 2 & 3. Guiding Teachers and University professors teaching the *Core Pedagogy and Instruction* communicate directly. This format facilitates the University/School-site communication. Review and feedback from instruction are exchanged through videotaped lessons for both the on ground and online programs through the use of the Edthena platform where faculty and peers can

review and respond to lessons at the same online site. The lessons can be archived for term review and used in the MAT clinical course curricula.

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The curriculum aligns with several local district calendars. While subject matter placements vary by grade (elementary) and/or subject matter within their discipline (secondary), most Candidates are at the same site for two consecutive terms. Elementary Candidates experience both an upper and lower elementary grade placement. Secondary Candidates experience a more than one subject matter placement within their discipline. The Master of Arts in Teaching degree prepares teacher Candidates to pursue subject matter concentrations in the Elementary (Multiple Subjects) and Secondary (Social Science, Science, English, Math) content, and encourages Candidates to pursue the BILA. [A snapshot of Spring 2020](#) shows 52 on-ground and 194 online Elementary and Secondary placements. Of those placements, 6 on-ground were in STEM related fields, as were 35 online Candidates. Eight were seeking the Education Specialist Credential. Four were adding the BILA authorization to their credential.

Required Exhibits and links:

[6.1 6.4 Table denoting number of hours of fieldwork \(tab 2\), clinical practice /Documentation of Candidate Placements \(sorted by school\).](#)

[6.2 Signed MOU or Agreement for each placement](#)

[6.3 Veteran Practitioner Training Material](#)

[6.5 Clinical Practice Handbook/Manual](#)

[6.6 Fieldwork/Clinical Practice Syllabi](#)

[EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools \(ELEM\) Units: 4](#)

[EDUC 670: Introduction to Curriculum & Pedagogy in Urban Schools \(SEC\) Units: 4](#)

[EDUC 673: Integrating Language Arts, Social Studies, and Guided Practice \(Elem\) Units:4](#)

[EDUC 673: All Subject Specific Syllabi](#)

[EDUC 677: Curriculum and Pedagogy: An interdisciplinary approach \(Elem\) Units: 4](#)

[EDUC 677: Applications of Curriculum and Pedagogy in Urban Secondary History and Social Science Classrooms \(SEC - Slight differences between secondary subject specific syllabi\) Units: 4](#)

6.6.1 Clinical Practice Assessment Instruments:

[6.6.1a Formal Assessment Instruments for Candidates](#)

Examples of external and internal programmatic assessments conducted during Guided Practice are provided on page 8.

[6.6.1.b Assessment Instruments Guiding Teachers](#)

7. Credential Recommendation: Description of process ensuring appropriate recommendation

All credential recommendations are made through the Office of Evaluation and Accreditation, where two Credential Analysts review and verify Candidates' "Recommendation Package." When a Candidate enters the MAT Program they are presented with the process to be recommended for California Preliminary Credential through review of the [MAT Student Handbook](#) and the [Credential Requirements Checklist](#) during the program orientation. This information is again a part of the Guided Practice Orientation through review of the [MAT Guided Practice Handbook](#), pgs. 52-53. Students are encouraged to connect with the Accreditation Office early in their program. Two documents collect and verify recommendation requirements and a third requests recommendation when all requirements are met.

For Candidates seeking the BILA, the "Recommendation Packet" includes verification of all BILA requirements (7.1.1.d, below), including the official score reports for the CSET LOTE III and V. These requirements and primary language fieldwork competencies are verified by the BILA supervisor before passing it onto the Credential Analyst. Fieldwork competencies are also documented by the Director of fieldwork and the BILA adviser meets with students to document their BILA program of study.

Required Exhibits and links:

[7.1.1a Credential Recommendation Checklist](#)

[7.1.1b Credential Verification Checklist](#)

[7.1.1c Credential Recommendation Request Form](#)

[7.1.1d Bilingual Authorization Fieldwork Competencies Verification](#)

Moving toward program improvement in the Bilingual Authorization (BILA)

In preparation for the program review, faculty put together an advisory team made up of key stakeholders in the field of bilingual education. This team includes full time and part-time MAT faculty and current bilingual educators. The team met [in the spring of 2020](#), reviewed the BILA standards, and identified areas where the program was strong and where there were gaps. They collectively agreed that the program was strong in teaching Candidates to support language and literacy development across the curriculum for students learning English. Based on the standards review, the team, including feedback from site-based stakeholders, identified that Candidates need further guidance on supporting language and literacy development in the first language, Spanish. To address this need, an additional text was added that BILA candidates will begin reading during EDUC 672 and continue reading in EDUC 677 with their BILA supervisor. The text is: Westerberg, G. & Davison, L. (2016). *An educator's guide to dual language instruction: Increasing achievement and global competence, k-12*. New York, NY: Routledge. The attention to first language instruction is an area the team will monitor moving forward.

In addition to adding the text to better address first language instruction, faculty and the advisory team revised the BILA competencies document to more accurately reflect the standards and goals of the program. The updates included an additional emphasis on Spanish academic language and better alignment between instructional practices and students' backgrounds, experiences, Spanish proficiency

levels, and interests. A rubric was developed based on the revised competencies, which then led to the creation of two additional documents: a *fieldwork guide for supervisors* and a *fieldwork guide for candidates*. These documents outline the expectations, processes, and procedures for the fieldwork portion of the Bilingual Authorization requirements. The team is confident that the updated BILA documents will lead to greater clarity and consistency between and among supervisors and candidates and make the BILA program more cohesive altogether. The BILA advisory team will continue to meet throughout the year and will revisit the documents at the end of each semester to make additional revisions that are deemed necessary. This plan to move forward has been developed based upon data provided by key stakeholders, BILA Supervisors, and BILA Candidates.