# Commission on Teacher Credentialing
## Preliminary Report of Findings and Addendum

| Institution | University of Southern California | Program | BILINGUAL AUTHORIZATION |
|---|---|---|---|
| Date of Review | 27 October 2020 | | |

Please complete the table below for all programs that were deemed to require "more information needed" by reviewers during Program Review (PR).  Brief narrative (less than 150 words) is allowable but response <u>must</u> include links to evidence that address the issue identified by the reviewers.

*Posting the Addendum*
Information from the addendum must be posted on the institution's accreditation website at least 60 days before the site visit, along with the original program review document and feedback from the program reviewers.  Please do not resubmit your response the items below, responses need only be added to your institution's accreditation website.

| Standards Found to be Preliminarily Aligned | 2, 4, 5, 6 |
|---|---|

| Standards Requiring More Information | Comment from Program Reviewers | Response from Program |
|---|---|---|
| | | **Bilingual Authorization** |
| **Standard 1:** Program Design | a) Provide evidence showing how candidates who opt for general education/educational specialist dual credential program satisfy the bilingual methodology requirement.<br><br>b) How does the program vet the appropriateness of the setting and the master teacher's bilingual credential equivalency if a | 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 through Terms 1- 3 coursework , as well as successful completion of CSET LOTE III and V.<br><br>(p. 2, BILA Program Review) |

| | | candidate's placement is out of state or international? Provide clarification. | For all guiding teachers for BILA placements, the fieldwork office verifies BCLAD/BILA or equivalency through the state's credentialing agency's on-line services. The same process is used for out of state placements. If the state does not have an online system available, the guiding teachers are required to submit a copy of their authorization to the fieldwork office prior to placing the student in the classroom. MAT Placement Process Document (BILA Specific, Section D, Bullet 1 and Section E, Bullet 3). We do not have international candidates. |
|---|---|---|---|
| **Standard 3:** The Context for Bilingual Education and Bilingualism | a) | If a placement is in an international classroom and the language of instruction for all courses is in Spanish, how does this meet bilingual education standard? Provide clarification. | We do not have international candidates. |
| | b) | If a placement is in an English Language Learner classroom and the language of instruction for all courses is in English, how does this meet bilingual education standard? Provide clarification. | **Guiding Teachers and Placements for BILA Credential Candidates** In Term 2 Candidates seeking the BILA follow the same progression of gradual release teaching as do all other Candidates. The BILA candidates are placed in classrooms with English Language Learners and a teacher who is fluent in Spanish and holds the Bilingual Authorization/BCLAD or equivalent. Dual language placements are most desirable and sought when available. When not available a bilingual setting is used and student demonstrate teaching ELs in English as well as work with a BILA supervisor to meet primary language requirements during term 3. In Term 3, BILA Candidates are also placed in classrooms with English Language Learners and a teacher who holds the Bilingual Authorization. During Term 3 they work with their BILA supervisor to document meeting all BILA criteria, including teaching lessons in the students' primary language (Spanish). MAT Placement Process Document (BILA Specific, Section D, Bullet 1 and Section E, Bullet 3). |

| | | Guiding Teacher Criteria for BILA Candidates: https://drive.google.com/file/d/1_kmxYEleHv7a1BPD8LJ-9QCSg9t622iV/view?usp=sharing |
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