



UC DAVIS

SCHOOL OF EDUCATION

Bilingual Authorization Program Handbook

Multiple and Single Subject Candidates
Spanish & Mandarin

2025-2026

for
Student Teachers,
Resident Teachers,
Bilingual Supervisors,
and
University Supervisors

Introduction to the Bilingual Authorization

Can you read, write, and speak Spanish or Mandarin? Bilingual education is growing in California's elementary, middle, and high schools, and we need more bilingual teachers. Help fill this need by earning your Bilingual Authorization so you can teach in a bilingual school or dual language immersion program!

The elementary and secondary Bilingual Authorization authorizes elementary and secondary teachers to provide to English learners (and Spanish/Mandarin learners in designated programs):

1. Content instruction delivered in the students' primary language (Spanish/Mandarin);
2. Instruction for primary language development (Spanish/Mandarin);
3. Specially designed academic instruction in English in content areas for English learners; and
4. Instruction for English language development for English learners. Teachers who earn the Bilingual Authorization in addition to the regular credential are in great demand in the public schools.

Candidates will follow the course requirements for the content area they have selected. In addition to their content-specific courses, they will take additional courses and complete additional requirements described in the following sections.

Coursework Required (in addition to regular credential requirements)

Spanish: Multiple Subject

- EDU 152: Communication Skills for Bilingual Teachers (taken prior to or during Winter Quarter of the credential year)
- EDU 253: Inquiry into Classroom (taken *in place of* EDU 206B Spring quarter)

Spanish: Single Subject

- EDU 151: History & Approaches to Multilingualism in K-12 Contexts (taken Fall quarter)
- EDU 152: Communication Skills for Bilingual Teachers (taken prior to or during Winter Quarter of the credential year)
- EDU 253: Inquiry into Classroom (taken *in place of* EDU 206B Spring quarter)

Mandarin: Multiple Subject

- EDU 253: Inquiry into Classroom (taken *in place of* EDU 206B Spring quarter)

Mandarin: Single Subject

- EDU 151: History & Approaches to Multilingualism in K-12 Contexts (taken Fall quarter)
- EDU 253: Bilingual Methods and Inquiry (taken *in place of* EDU 206B Spring quarter)

SPANISH Bilingual Authorization (BiA): Frequently Asked Questions (FAQs)

Q: Am I applying for a Bilingual Credential?

A: *The State of California does not grant a Bilingual Credential; they grant a Bilingual Authorization. You are applying for a Bilingual **Authorization**. The BiA is added to a Multiple or Single Subject Credential and cannot be granted without a teaching credential. You must meet all the requirements of your regular credential in order have an authorization added to it.*

Q: How will I demonstrate my Spanish fluency?

A: *You will demonstrate your Spanish fluency via a series of three Spanish language formative exams before the start of the program. These assessments will help us determine your: reading comprehension and written and oral proficiency in Spanish.*

Q: Are there any additional course requirements for a Bilingual Authorization?

A: *Yes, there are additional courses that satisfy state requirements for the Bilingual Authorization that you must complete during your Credential year.*

Q: What is the additional cost to get a Bilingual Authorization?

A: *UC Davis does not charge an additional fee for the bilingual course(s) as they are taken along with your regular credential coursework.*

Q: Will I be placed in a bilingual student teaching setting during the Credential year?

A: *Yes, you will be placed in a classroom setting to practice your Spanish skills. Multiple Subject candidates will be placed in a bilingual classroom for the long-term placement. Single Subject Candidates must teach in a Spanish setting for a minimum of 3 weeks.*

Q: Does my Spanish need to be perfect? Do I need to be a native-Spanish-speaker?

A: *You do not need perfect Spanish (there is no such thing!) and you do not need to be a native speaker. There are many kinds of bilinguals. Some grew up speaking Spanish but never studied it in school, while others learned Spanish living abroad or as Spanish majors in college. If you can read, write, speak, and understand advanced Spanish and communicate clearly, you may be eligible for a Bilingual Authorization.*

Q: Can't I just get the Bilingual Authorization later?

A: *While you can add the Bilingual Authorization at a later point, it is to your advantage to commit at the start of the program to pursue the Bilingual Authorization. By taking our course requirements and the Spanish language formative assessment for the authorization, you will not have to complete the CSET Spanish Subtests. This saves you time and money. The Spanish CSETs are difficult exams and even advanced Spanish-speakers find them challenging.*

MANDARIN Bilingual Authorization (BiA): Frequently Asked Questions (FAQs)

Q: Am I applying for a Bilingual Credential?

A: *The State of California does not grant a Bilingual Credential; they grant a Bilingual Authorization. You are applying for a Bilingual **Authorization**. The Bilingual Authorization is added to a Multiple or Single Subject Credential and cannot be granted without a teaching credential. You must meet all the requirements of your regular credential in order have an authorization added to it.*

Q: How will I demonstrate my Mandarin fluency?

A: *You will demonstrate your Mandarin fluency by taking and passing CSET Mandarin Subtest III. This must be passed before August 1st (prior to the start of the credential program) if you wish to pursue the Mandarin Authorization through our program. However, teachers who hold a three-year or higher degree from a Chinese institution in which all instruction is delivered in Mandarin do **not** need to take CSET Mandarin Subtest III to qualify for a Bilingual Authorization in that language. Scan the QR code at the right with your phone's camera for more information about the Mandarin CSET, information about how to register, and study guides.*



Q: Are there any additional course requirements for a Bilingual Authorization?

A: *Yes, there are additional courses that satisfy state requirements for the Bilingual Authorization that you must complete during your Credential year.*

Q: What is the additional cost to get a Bilingual Authorization?

A: *You will need to pass two CSET exams: CSET Mandarin Subtest III (noted above) and Chinese Subtest V (geography, history, politics, and culture). Each subtest costs \$99. UC Davis does not charge an additional fee for the bilingual course(s) as they are taken along with your regular credential coursework.*

Q: Will I be placed in a bilingual student teaching setting during the Credential year?

A: *Yes, you will be placed in a classroom setting to practice your Mandarin teaching skills. Multiple Subject candidates will be placed in a bilingual classroom for the long-term placement. Single Subject Candidates must teach in a Mandarin setting during their short-term placement, or for a minimum of 3 weeks, when possible.*

Q: Does my Mandarin need to be perfect? Do I need to be a native Mandarin speaker?

A: *You do not need perfect Mandarin (there is no such thing!) and you do not necessarily need to be a native speaker. There are many kinds of bilinguals and ways to learn Mandarin. However, you do need to have more experience than just taking a couple of Mandarin classes would provide. If you can read, write, speak, and understand advanced Mandarin and communicate clearly, you may be eligible for a bilingual authorization.*

Bilingual Teaching Performance Expectations (BTPE):

The knowledge, skills, and abilities expected of bilingual and biliterate candidates by the end of the program.

BTPE 1: Engaging and Supporting all Students in Learning

Bilingual teacher candidates:

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.
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.
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.
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.
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.
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.
7. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

BTPE 2: Creating and Maintaining Effective Environments for Student Learning

Bilingual teacher candidates:

1. Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
2. Create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.
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.
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.

5. Plan instruction within a variety of teaching and learning environments that promote language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.
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.
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.

BTPE 3: Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)

Bilingual teacher candidates:

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.
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.
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.
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.
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.

BTPE 4: Planning Instruction and Designing Learning Experiences for All Students

Bilingual teacher candidates:

1. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.

2. Apply knowledge of 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.
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.
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.

BTPE 5: Assessing Student Learning

Bilingual teacher candidates:

1. Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
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.
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.
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.

BTPE 6: Developing as a Professional Educator

Bilingual teacher candidates:

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.
2. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.

3. Demonstrate awareness of organizations committed to the advancement of bilingual education.
4. Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.
5. Demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.
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.
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.

Program Design (Standard 1)

The program's cohesive design provides candidates with a clear understanding of the theories and practices underlying the design and implementation of bilingual instruction addressing the instructional, socioemotional, sociocultural, sociolinguistic, and sociopolitical needs of bilingual youth across a variety of instructional settings in California public schools. The program helps candidates understand connections between the BTPEs and the TPEs, and supports peer collaboration.

Preparing Candidates to Meet the BTPEs (Standard 2)

Through field experience and coursework, the program will provide the candidate opportunities to learn, apply, and reflect on each BTPE. The program has embedded assessments to provide feedback on progress towards meeting the BTPEs.

Field Experience (Standard 3)

During the program, candidates will be guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance provided by University Supervisors and/or Resident Teachers with bilingual expertise. Field experience consists of a minimum of 20 hours of experience in a bilingual setting.

Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements (Standard 4)

Supervisors, Resident Teachers, and program Faculty monitor and support candidates as they progress towards meeting the BTPEs.

Assessment of Candidate Competence (Standard 5)

Candidates must demonstrate a language proficiency level in listening, speaking, reading, and writing that is equivalent to the passing standard on the appropriate CSET: LOTE language examination.

For Spanish Authorization candidates, language proficiency will be supported and assessed in the following ways:

- A series of three Spanish language formative exams before the start of the program assessing: (1) reading comprehension, (2) written and (3) oral proficiency.
- Coursework: EDU 152 Communication Skills for Bilingual Teachers, taught entirely in Spanish.
- A Bilingual Student Teaching Evaluation form will be used during bilingual student teaching placements by Supervisors and Resident Teachers to provide further evaluation and feedback of the candidate's Spanish use.
- Lesson plans and reflections on student teaching will be written in Spanish and submitted to the Bilingual Supervisor and Resident Teacher.

For Mandarin Authorization candidates, language proficiency will be practiced in a bilingual student teaching placement with a bilingual supervisor. However, the primary means of Mandarin language evaluation will be the CSET Subtest III in Mandarin that must be passed before the start of the program.

Guidelines for Single Subject Bilingual Authorization Placement

Setting

There are several settings in which the SS Bilingual Authorization (BILA) candidates may complete their teaching in Spanish/Mandarin in fulfillment of the Bilingual Authorization Standards. These are in order of preference. We will start planning at level 1. There should be a compelling reason to move down the list.

Note: When the target language (Spanish/Mandarin) setting is a class the student is not familiar with, they should spend at least one week observing the teacher/class before taking over.

1. Short term or secondary placement (3 months to a full year) in a classroom in which the target language is used as the language of instruction in the appropriate content*, such as a bilingual middle school class or upper elementary class.
2. Placement in a heritage language class (such as Spanish for native speakers) for 3-4 weeks where you can teach a short unit in the target language in the appropriate content.*
3. In classrooms in which English is the language of instruction, provide pull-out instruction to a focal group in which content* is taught in the target language to native-speaking or advanced-proficiency students for a minimum of 3 weeks AND observe for one week in a bilingual middle or upper elementary classroom where content* is taught in the target language.
4. Alternately, student teachers may regularly work with small groups of native speaking students AND observe for one week in a bilingual middle or upper elementary classroom where content* is taught in the target language.

*For English language arts candidates, the appropriate Spanish/Mandarin content can be Spanish/Mandarin language arts, Spanish/Mandarin language development, or Spanish/Mandarin for native speakers.

Expectations & Requirements of Bilingual Student Teaching Placement

Expectations for Student Teachers

Follow and complete all requirements for student teaching as outlined by regular content area Supervisors, such as lesson plan requirements, journal entries, unit of study plans, letters to parents, etc.

1. Prepare and teach lesson plans in the target language (Spanish or Mandarin).
2. Provide a written lesson plan in the target language to your bilingual Supervisor for each observation
3. Communicate with parents and Spanish/Mandarin-speaking community as needed
4. Journal/reflections: Complete reflections as assigned by regular Supervisor, including at least one paragraph in the target language turned in to your BilA Supervisor. If none are assigned during the target time period, complete 2 one-paragraph reflections in Spanish to be turned in to BilA Supervisor.
5. Fulfill ongoing communication with Supervisors and Resident Teachers.

Expectations for Bilingual Supervisors*:

1. Fulfill ongoing communication and collaboration with regular Supervisor including a summary of student teacher observations and feedback (notes will likely be in Spanish/Mandarin, so please provide a summary in English), as well as correlated lesson plan and journal assignments.
2. Observe each student teacher every other week. For three-week focus group experience, observe 2-3 times.
3. Provide feedback to student teachers with an emphasis on their use of language and bilingual teaching methods.
4. *When possible*, debrief with the student teacher following the lesson.
5. Share observation notes (with summary in English) with Resident Teacher(s).
6. Provide feedback on written lesson plans and the short reflections.
7. At the close of the experience, complete the BilA Candidate Evaluation form and debrief with student teacher (and Resident Teacher, if applicable).
8. Share a copy of the BilA Candidate Evaluation and debrief notes with regular Supervisor.

Expectations for Regular Supervisors:

1. Consider location of bilingual classrooms when placing students for their primary placement. Work with bilingual coordinator to locate a bilingual setting (in order of preference stated above) that will work in combination with candidate's primary placement.
2. Provide and monitor support in various aspects of teaching, as needed.
3. Communicate with BilA Supervisor, as needed.
4. Incorporate input from the BilA Supervisor when determining the student teacher's grade for the 306 series.

Expectations for Resident Teachers*:

1. Provide lesson plan support, materials, and feedback to student teacher, when possible.
2. Communicate with regular and bilingual Supervisors, as needed.

3. *When possible*, complete the BilA Candidate Evaluation form and debrief with student teacher, as appropriate.*
4. Give attention to and provide opportunities for family engagement.

**In some cases, Resident Teachers will also serve as the University Bilingual Supervisor.*

University of California, Davis
BILINGUAL AUTHORIZATION (BiIA) CANDIDATE EVALUATION
MULTIPLE/ SINGLE Subject Credential/MA Program

This evaluation will be completed electronically

Academic Quarter: Fall 2025 / Winter 2026 / Spring 2026 (Circle one)

Language: Spanish / Mandarin (Circle one)

Bilingual Student Teacher _____ Date _____

Resident Teacher _____ School _____

University Supervisor _____ Grade _____ Subject _____

Evaluation Criteria:

- 1 Emerging: there is some evidence of the skill/ability
- 2 Maturing: demonstrates growth; skill/ability is evident some of the time
- 3 Accomplishing: clearly evident
- 4 Innovating: goes beyond what is required; creates new learning experiences
- NE Not Evident: skill/ability has not been demonstrated; OR there has been no opportunity to implement the required skill/ability

****If you check NE, please elaborate in the comment section below.**

TO BE COMPLETED BY THE RESIDENT TEACHER AND/OR BILINGUAL SUPERVISOR. Check the response that represents your judgment of the student teacher’s performance. Add any comments that support your scoring.

0. BILINGUAL PROFICIENCY

	1	2	3	4	NE
A. Demonstrates ability to use oral conversational Spanish/Mandarin. S 5					
B. Demonstrates ability to use oral academic Spanish/Mandarin. S 5					
C. Demonstrates ability to use writing conventions in Spanish/Mandarin. S 5					
D. Demonstrates ability to use appropriate grammar in Spanish/Mandarin. S 5					
E. Demonstrates intercultural communication, understanding and interaction with families in Spanish/Mandarin that is linguistically and culturally responsive, respectful, affirming, and empowering. S 5; BTPE 6.5					

COMMENTS:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

	1	2	3	4	NE
A. Draws upon student and family backgrounds and language abilities to engage students in learning and to provide assets-based, racially sensitive, differentiated instruction. BTPE 1.1; 1.6					
B. Collaborates with colleagues to design and implement learning activities that draw on understanding of students' transnational educational and cultural experiences. BTPE 1.2; 1.4					
C. Collaborates with families and colleagues to engage families as assets to support student learning at home. BTPE 1.5					
D. Answers questions (clarifies doubts) in Spanish/Mandarin. 2, 6					
E. Gives clear oral instructions in Spanish/Mandarin. 2, 6					
F. Writes precise instructions in Spanish/Mandarin on the board, handouts, power points, etc. 2, 4, 6					
G. Successfully uses small group pedagogies in Spanish/Mandarin lessons. 2, 4, 6					
H. Successfully uses whole group pedagogies in Spanish/Mandarin lessons. 2, 4, 6					

COMMENTS:

2. CREATING AND MAINTAINING EFFECTIVE LEARNING ENVIRONMENTS

	1	2	3	4	NE
A. Implements clear rules and expectations for student behavior in Spanish/Mandarin to create and maintain a welcoming and supportive learning environment where all students feel safe, valued, and respected by adults and peers. BTPE 2.1					
B. Establishes and maintains clear expectations for productive peer-peer and student-teacher interactions by co-creating opportunities for respectful translanguaging during instruction. BTPE 2.7					
C. Plans instruction within various learning environments that promote mindful peer-peer interactions, and promote multiple and diverse perspectives in Spanish/Mandarin. BTPE 2.5					

D. Maintains high expectations for content, literacy, and language learning within a bilingual instructional setting with appropriate support for all learners. BTPE 2.6					
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COMMENTS:

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (Content Specific Pedagogy)

	1	2	3	4	NE
A. Understands and applies theories, principles, and instructional practices for English Language Development and/or Spanish/Mandarin Language Development. 2, 3, 6					
B. Collaborates to plan content instruction that reflects an understanding of the relationship and transferability between primary and target language vocabulary, grammatical and linguistic forms, and writing conventions. BTPE 3.2; 6.7					
C. Understands how to adapt instructional materials and identify additional resources to support access and learning of the state-adopted content standards in content & language . BTPE 3.4; 3.5					

COMMENTS:

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES

	1	2	3	4	NE
A. Designs learning experiences for all students to help develop biliteracy and bilingualism utilizing instructional activities that support cross-linguistic transfer, contrastive analysis, language use, and translanguaging. BTPE 4.1					
B. Designs learning experiences that are consistent with the requirements and characteristics of the specific bilingual program model and instructional setting. BTPE 4.3					
C. Presents a complete content area and ELD standards-aligned lesson plan in Spanish/Mandarin connecting goals, activities, and assessment in a coherent way. BTPE 4.4; 5.1					

D. Meets regularly with mentor(s) to plan and discuss language and content teaching.					
E. Plans include language resources, support, and opportunities to produce language to enhance the language development of students at all language proficiency levels.					

COMMENTS:

5. ASSESSING STUDENT LEARNING

	1	2	3	4	NE
A. Draws on knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments to design and implement classroom assessments that effectively assess and address the needs of bilingual/biliterate students. BTPE 5.3					
B. Uses a variety of unbiased and culturally relevant instructional and assessment strategies that assess student achievement while providing opportunities to demonstrate higher-order thinking skills in Spanish/Mandarin. BTPE 5.2					
C. Collaborates with colleagues across grade levels and subject areas, as applicable, to interpret formative and summative assessment results to gauge students' academic proficiency in the language of instruction and use the information to inform instruction. BTPE 5.4					

COMMENTS:

6. DEVELOPING AS A PROFESSIONAL BILINGUAL EDUCATOR

	1	2	3	4	NE
A. Demonstrates awareness of organizations committed to the advancement of bilingual education. BTPE 6.3					
B. Engages, promotes, and empowers families' leadership development for civic engagement under the guidance of mentors. BTPE 6.4					
C. Demonstrates linguistically and culturally responsive, respectful, affirming, and empowering interactions with families and communities. BTPE 6.5					

D. Uses reflection and feedback to improve teaching practice and Spanish/Mandarin knowledge.					
E. Demonstrates an understanding of the negative effects of stereotyping, devaluing of language varieties/dialects of marginalized communities, and devaluing of diversity via socially equitable teaching. BTPE 6.6; 6.7					
F. Uses technology to enhance productivity and strengthen the learning environment in at least two of the following areas: lesson planning: strategies and resources in Spanish/Mandarin: language or content assessment: and parent communication in Spanish/Mandarin.					

COMMENTS:

What are some **strengths** your bilingual student teacher has demonstrated?

In what **areas does your bilingual student teacher need to continue developing?**

OTHER COMMENTS:

Student Teacher's Signature _____

Signature of Bilingual Supervisor OR Resident Teacher _____

(the person who completed this form)