



UC DAVIS

SCHOOL OF EDUCATION

Bilingual Authorization Program Handbook
Multiple and Single Subject Candidates
Spanish & Mandarin

2022-2023

for
Student Teachers,
Resident Teachers, 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 requirements)

Spanish: Multiple Subject

- EDU 152: Communication Skills for Bilingual Teachers (prior to or during the credential year)
- EDU 253/298: Inquiry into Classroom (taken *instead of* EDU 206B spring quarter)

Spanish: Single Subject

- EDU 151T: Language Development and the Chicano Child (fall quarter)
- EDU 152: Communication Skills for Bilingual Teachers (prior to or during the credential year)
- EDU 253/298: Inquiry into Classroom (taken *instead of* EDU 206B spring quarter)

Mandarin: Multiple Subject

- EDU 253/298: Inquiry into Classroom (taken *instead of* EDU 206B Spring quarter)

Mandarin: Single Subject

- EDU 151T: Language Development and the Chicano Child (fall quarter)
- EDU 253/298: Bilingual Methods and Inquiry (taken *instead of* EDU 206B Spring quarter)

Spanish Bilingual Authorization:

Frequently Asked Questions

Q: Am I applying for a Bilingual Credential?

A: *You are applying for a Bilingual **Authorization**. The Authorization is in addition to your Multiple or Single Subject Credential. You must meet all the requirements of your regular credential in order to have an authorization added to it.*

Q: How will I demonstrate my Spanish fluency?

A: *You will demonstrate your Spanish fluency in two ways. First, you must pass a written examination administered by the School of Education that will assess your knowledge of written Spanish. Second, you will be given an oral interview, which focuses on your ability to communicate effectively in Spanish. You will also be asked to present a short lesson that demonstrates your ability to deliver content information 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: *You will need to pass an additional CSET exam: CSET Spanish subtest V (history, geography, politics, and culture). We recommend (but do not require) taking it before the start of the program. The fee for this subtest is \$99. Scan the QR code at the right with your phone's camera for more information on CSET Spanish subtest V and how to register. 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 for the authorization, you do not have to complete CSET III. This saves you time and money. The CSET III is a very difficult exam and even advanced Spanish-speakers find it challenging.*

Mandarin Bilingual Authorization: **Frequently Asked Questions**

Q: Am I applying for a Bilingual Credential?

A: *You are applying for a Bilingual **Authorization**. The Authorization is in addition to your Multiple or Single Subject 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 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 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 CSETs, 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 than 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.*

**Overview of Bilingual Authorization Standards:
Knowledge, skills, and abilities expected of bilingual candidates by the end of the program**

Assessment of Candidate Competence

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 both university supervisors and resident teachers with bilingual expertise.

The Context for Bilingual Education and Bilingualism

Candidates will develop knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. They will also demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. E.g. Elementary and Secondary Education Act [ESEA], Lau v. Nichols, Castañeda v. Pickard, Méndez v. Westminster, Proposition 227 & 58, Williams v. State of California, and Global California 2030 Initiative.

Candidates will apply knowledge of the research on the cognitive effects of bilingualism and apply research on the dimensions of learning in bilingual education program models. Candidates will learn about the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

Candidates will learn to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. Candidates will understand the family as a primary language and cultural resource. Candidates will understand that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

Bilingual Methodology

Candidates will develop an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and how to identify language forms and functions. Candidates will learn to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. They will be prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. Candidates will learn to evaluate, select, use, and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials.

Culture of Emphasis

Candidates must demonstrate knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural, and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

***This standard is covered by CSET subtest V for Spanish and Chinese that must be passed before the end of the program**

Assessment of Candidate Language Competence

Candidates must demonstrate in listening, speaking, reading and writing a language proficiency level 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:

- Formative assessment before the start of the program using an assessment that includes grammar, writing, and an oral interview.
- Coursework: EDU 152 Communication Skills for Bilingual Teachers, taught entirely in Spanish
- Bilingual Student Teaching Evaluation 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.

For Mandarin authorization candidates, language proficiency will be practiced in a bilingual student teaching placement with a bilingual supervisor, but 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 Supervision

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 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, pull out instruction to a focal group in which content* is taught in 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 1 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. Ongoing communication with supervisors and resident teachers

Expectations for Bilingual Supervisors*:

1. Ongoing communication and collaboration with regular supervisor including a summary of observations and feedback (notes will likely be in Spanish/Mandarin, hence a summary in English is helpful) and correlated lesson plan and journal assignments
2. Observe student teachers 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 teachers
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 (and resident teacher if applicable)
8. Share a copy of the 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. Confer the regular student teaching grade for the 306 series with input from the BilA supervisor

Expectations for Resident Teachers*:

1. Provide lesson plan support, materials and feedback to student teacher when possible
2. Communicate with supervisors as needed
3. *When possible*, complete Bilingual Authorization Candidate Evaluation form and debrief with student teacher

**In some cases, resident teachers will also serve as the university bilingual supervisor.*

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

Academic Quarter: Fall 2022, Winter 2023, Spring 2023 (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)

To be completed by the resident teacher and/or 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. B ST: 2, 6					
B. Demonstrates ability to use oral academic Spanish/Mandarin. 2, 6					
C. Demonstrates ability to use writing conventions in Spanish/Mandarin. 2, 6					
D. Demonstrates ability to use appropriate grammar in Spanish/Mandarin. 2, 6					
E. Communicates effectively with students and parents in Spanish/Mandarin. 2, 3, 6					

Comments:

1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

	1	2	3	4	NE
A. Draws upon student backgrounds and language abilities to provide differentiated instruction and engage students in learning. 2, 3, 6					
B. Answers questions , clarifies doubts in Spanish/Mandarin. 2, 6					
C. Gives clear oral directions in Spanish/Mandarin. 2, 6					
D. Writes precise instructions in Spanish/Mandarin on the board, handouts, power points, etc. 2, 4, 6					
E. Successfully teaches small group in Spanish/Mandarin lessons. 2, 4, 6					
F. Successfully teaches whole class in Spanish/Mandarin lessons. 2, 4, 6					

Comments:

2. CREATING AND MAINTAINING EFFECTIVE LEARNING ENVIRONMENTS

	1	2	3	4	NE
A. Implements clear rules in Spanish/Mandarin. 2, 6					
B. Interacts with students inside AND outside of class in Spanish/Mandarin to learn about student interest, abilities, aspirations. B ST:					
C. Maintains consistent standards for student behavior. 2, 6					
D. Monitors student progress. 4					
E. Demonstrates sensitivity, understanding, and respect toward the traditions and community values of diverse students. 3, 4					

Comments:

3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

	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. Designs biliteracy curriculum utilizing instructional activities that are developmentally appropriate for biliterate students and helps students make connections between languages. 2, 3, 4, 6					
C. Understands how to adapt instructional practices to provide access to the state-adopted content standards in content & language . 2, 4, 6					

Comments:

4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES

	1	2	3	4	NE
D. Presents a complete lesson plan in Spanish/Mandarin connecting goals, activities, and assessment in coherent way. B ST: 2, 4, 6					
E. Meets regularly with mentor(s) to plan and discuss language and content teaching.					
F. Interrelates ideas and information within and across subject matter areas. 2, 4,					
G. Plans include language resources, support, and opportunities to produce language to enhance the language development of students at all proficiency levels.					

Comments:

5. ASSESSING STUDENT LEARNING

	1	2	3	4	NE
A. Effectively assesses and addresses the needs of biliterate students. 3, 4					
B. Uses a variety of assessments to guide instruction in Spanish/Mandarin. 3, 4					
C. Effectively informs students, families, and other members of the educational community about student progress. 3, 4					

Comments:

6. DEVELOPING AS A PROFESSIONAL BILINGUAL EDUCATOR

	1	2	3	4	NE
A. Takes responsibility for student academic learning outcomes. 4					
B. Uses reflection and feedback to improve teaching practice and Spanish/Mandarin knowledge. 2, 6					
C. Demonstrates socially equitable teaching , learning, and schooling in a variety of educational settings. 3					
D. 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. 2, 4, 6					

Comments:

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

What are some **areas to continue developing**?

Other comments:

Student Teacher's Signature _____

Signature of Supervisor OR RT (whichever completed this form) _____

California's Bilingual Opportunity: Meeting the Demand for Bilingual Education Teachers to Help Students Achieve Biliteracy

Education · November 2019 · By Jonathan Kaplan and Aureo Mesquita

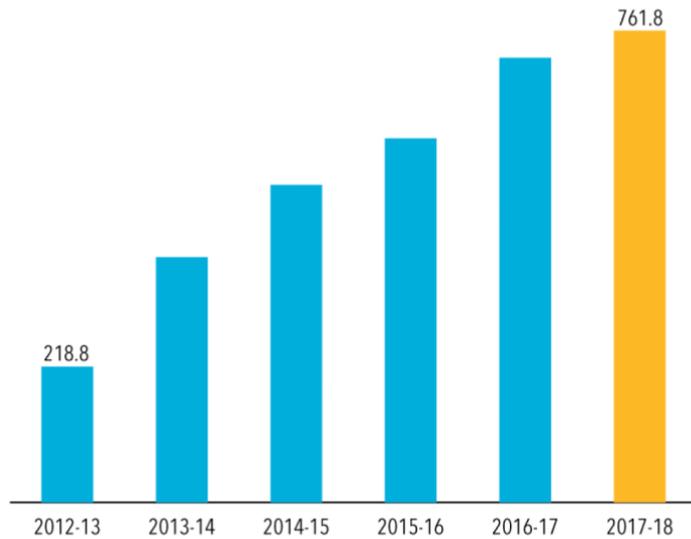
Nearly 2.6 million California K-12 public school students (41.8%) bring a linguistic asset with them to school every day: living in homes where a language other than English is spoken. A majority of these students (1.4 million) demonstrate English proficiency during their school years. But students' home language skills are often neglected at school and that means many do not receive the state biliteracy designation on their high school diplomas that could benefit students as they apply for higher education and employment opportunities. California can change this trend of overlooking the language assets of its K-12 students by increasing its supply of adequately trained bilingual education teachers who can help students become biliterate. Increasing the number of bilingual education teachers in California's classrooms would help improve students' futures and play an important role in meeting the demand for bilingual workers and boosting the state's competitiveness in an increasingly globalized economy.

While California has taken some important steps in recent years to help bilingual students achieve biliteracy, the state faces significant challenges in meeting the need for adequately trained bilingual education teachers who can support these students. Voters ended restrictions to bilingual programs by approving Proposition 58 in November 2016. The following year the State Board of Education adopted the California English Learner Roadmap and the Legislature established the Bilingual Teacher Professional Development Program. In that time, the demand for bilingual education teachers has grown — as it has every year since 2012-13 when school districts estimated hiring close to 220 bilingual education teachers.

The shortage of adequately trained bilingual education teachers adds to the challenge of increasing demand. One way to assess that shortage is to look at the number of teachers who have been authorized to teach bilingually in recent years, which pales in comparison to the number of K-12 students who live in homes where languages other than English are spoken. Specifically, a large imbalance exists between 1) the number of students who live in homes where one of the top 10 languages is spoken and 2) teachers who earned an authorization to teach in those languages from 2008-09 to 2017-18 (See Table). For example, while Spanish-speaking teachers earned the largest share of bilingual authorizations during this period, the number of students who lived in Spanish-speaking homes in 2017-18 was substantially higher, resulting in a ratio of more than 250-to-1. The ratio for most other languages was even more imbalanced: more than 2,000-to-1 for students from Vietnamese-speaking homes, nearly 3,200-to-1 for Filipino speaking homes, and more than 6,800-to-1 for Arabic-speaking homes.

The bilingual education teacher shortage is a significant obstacle preventing California students from achieving biliteracy. To address this shortage, policymakers can take additional steps to encourage people to become bilingual education teachers, support and retain them, and diversify the languages that those educators are prepared to teach. For example, the Legislature should extend and increase the modest \$5 million provided for the Bilingual Teacher Professional Development Program, funding that will run out in 2020. Policymakers should also create systems to track and report students who receive the State Seal of Biliteracy and use this information to recruit, and diversify the languages of, bilingual education teachers, incentivize and prioritize career and technical education funding that creates pathways for bilingual educators, and increase the number of universities offering programs that authorize bilingual education teachers.

School District Estimates of Full-Time Equivalent Teacher Hires for the Following School Year



Source: California Department of Education



The language assets of California's K-12 students present key opportunities. Increasing the supply of adequately trained bilingual education teachers is necessary to leverage those opportunities so more students can achieve biliteracy and the state can meet the demands of an increasingly globalized economy.

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