**Report of Findings**

Commission on Teacher Credentialing Initial Program Review Feedback

Bilingual Authorization (2008)

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| Institution | Alliant International University: California  School of Education |
| Date of initial review | 2.3.20 |
| Subsequent dates of review | 5.19.20 September 2020 April 2021 |
| Date Preconditions Complete |  |
| Date Common Standard Aligned |  |
| Date Program Standards Aligned |  |

General Comments:

5.19.20 review comments included in green.

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| **Status** | **Standard** |
| More information needed  More information needed | **1: Program Design**  ***Questions, Comments, Additional Information Needed:***  *The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale.*  Standards/Program Matrix (p. 3): two items need attention: 1) unclear what is meant by Master Program Schedule and how it will address all elements of Standard 1 – please link to it if it is a separate document; 2) Standard 6: will competency be determined solely by passing CSET LOTE III? Or in combination with signature assignments? (on p. 11, it looks like only CSETs will establish language competency)  *The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings.*  Unclear how the program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings; for instance, for what models of bilingual education will the program prepare its students?  *The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction.*  Provide evidence of qualifications in the area of bilingual education. Provide job description for hiring faculty/admin for the program. |

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| **Status** | **Standard** |
|  | *The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level.*  Provide evidence of initial and ongoing collaboration with local school districts in order to reflect the needs…  *The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners’ progress toward meeting standards as defined in the California Curriculum Frameworks (2006).*  Please link to specific material in courses that helps students meet standards.  *The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.*  Please provide a course sequence and options for completion including concurrently, post-credential, through coursework, through a combination of coursework and exam. Content you’ve included relates more directly to Standard 6 than Standard 1.  Response included Master Plan of Study for concurrent credential students, but not for post-credential students. Clarify for post-credential candidates, will the program be offered post-credential?  Candidates who have been accepted into an Alliant teacher credentialing program and wish to concurrently enroll in the bilingual authorization program must pass the CSET examination prior to being enrolled in the first bilingual authorization course.  Post-Credential Candidates who are taking the Alliant bilingual authorization will be required to pass the CSET and complete two courses that include a rigorous clinical practice component.  See [Post-Credential Master Plan of Study](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_mps_post_credential.pdf) & Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf) (pg. 11) & [Orientation](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_orientation.pdf)  *The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture.*  Link to signature assignments goes to admissions requirements  Bilingual methodology and culture is addressed in BLA 64100 |
| More information needed  More information needed | 2: Assessment of Candidate Competence  ***Questions, Comments, Additional Information Needed:***  *Verification of candidate’s performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization:*  Provide explanation of how the school site principal or the district Human Resources Office or bilingual administrator will document the validation the credentials of the field observer.  *During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes.*  Please link to CTC Course Matrix  Program audit check list is provided – including dates when program requirements are met would be helpful in record keeping.  **Evidence:**  [color-coded](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/program_audit_checklist__bila_20_20.xlsx) based on benchmark dates within program as reminder to add dates for efficient record keeping.  [Audit Checklist](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/bila_audit_checklist_post_concurrent.xlsx)  Candidate Handbook [link](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_april2021.pdf) |

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|  | Documents were provided but don't reveal how fieldwork will be guided and coached specifically for bilingual instruction or for post-credential BILA students, provide how fieldwork will be guided and coached.  Please see the following additional tools:  [Teacher Performance Plan](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/teacher_performance_plan.pdf)  [Alliant CSOE Guiding Principles Dispositions Checklist](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/alliant_csoe_guiding_principles_dispositions_checklist.pdf)  [Candidate Handbook](https://ithelp.alliant.edu/uploads/2/2/4/5/2245311/candidate_handbook_2021.pdf) |
| More information needed  Aligned | 3: The Context for Bilingual Education and Bilingualism  ***Questions, Comments, Additional Information Needed****:*  *The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.*  Need more information on how the program ensures that candidates analyze the effects and impacts of federal, state and local policies on the measurement of educational achievement of students in bilingual programs. |
| Aligned | 4: Bilingual Methodology  ***Questions, Comments, Additional Information Needed****:* |
| More information needed  Aligned | 5: Cultural Emphasis  ***Questions, Comments, Additional Information Needed:***  *The professional bilingual teacher preparation program develops candidates’ 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.*  Signature Assignment: links to Signature Assignment for BLA 6400, not BLA 6420  *Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.*  Week 8: Community – Reading from Hammond’s book might help address the first half of the standard; the readings do not yet address the latter half of the standard. Perhaps link to both Week 4 and Week 8, and any other readings in the program that address this part of the standard. |
| More information needed  Aligned | 6: Assessment of Candidate Language Competencies  ***Questions, Comments, Additional Information Needed*:**  *The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE language examination.*  Evidence missing: Link to document used to verify their having passed the appropriate CSET LOTE exam.  *The program creates clear guidelines by which the candidate will be assessed.* |

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|  | Admission Requirements: Link goes to general CTC site on assessments: would be preferable to link to CSET sites for Spanish, Mandarin, Cantonese http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\_FRAG/CA\_CSET145\_T estPage.html http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\_FRAG/CA\_CSET163\_T estPage.html http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML\_FRAG/CA\_CSET202\_T estPage.html  Raises question throughout proposal and materials: By “Chinese” do they mean Mandarin or Cantonese or both? Needs clarification throughout.  Also, in several locations and supporting document, proposal refers to CSET Spanish/Mandarin/Chinese II or III – the requirement is III. Please correct in all locations. |