



BILINGUAL AUTHORIZATION PROGRAM HANDBOOK

Sonoma State University School of
Education

Description of program leading to an added bilingual
authorization

multiple subject teaching credential
single subject teaching credential
educational specialist credential

Program Coordinator/ Advisor: Rhianna Henry Casesa,
PhD

casesa@sonoma.edu

TABLE OF CONTENTS

| | |
|---|----------|
| OVERVIEW OF ADDED BILINGUAL AUTHORIZATION | 3 |
| BENEFITS OF ADDING BILINGUAL AUTHORIZATION | 3 |
| PROGRAM PATHWAYS | 4 |
| INTEGRATED TEACHER EDUCATION PROGRAM/UNDERGRADUATE PATHWAY | 4 |
| POST-BACCALAUREATE PATHWAY | 4 |
| PROGRAM REQUIREMENTS | 5 |
| ASSESSMENT OF SPANISH LANGUAGE COMPETENCE | 5 |
| COURSE DESCRIPTIONS | 5 |
| ALL STUDENTS PURSUING ADDED BILINGUAL AUTHORIZATION | 5 |
| INTEGRATED TEACHER EDUCATION PROGRAM/ UNDERGRADUATE PATHWAY ONLY | 6 |
| POST-BACCALAUREATE PATHWAY ONLY | 7 |
| FIELDWORK & SUPERVISION | 7 |
| STUDENT TEACHING | 7 |
| TEACHER RESIDENCY PROGRAM | 7 |
| APPLYING TO THE PROGRAM | 7 |
| PROGRAM ADVISING | 8 |
| IMPORTANT DOCUMENTS | 9 |
| REQUIRED COURSES BY BILINGUAL AUTHORIZATION STANDARD | 9 |

OVERVIEW OF ADDED BILINGUAL AUTHORIZATION

Sonoma State University's School of Education supports coursework leading to an added bilingual authorization in Spanish. This added authorization can be added onto any teaching credential (multiple subjects, single subject, or educational specialist) and may be completed simultaneously (at the same time) or following a teaching credential. Candidates may embed some of the required courses in their undergraduate experience, or they may pursue added bilingual authorization exclusively post-bachelor's degree.

Coursework addresses the persistent and contemporary issues in dual-language/bilingual education in three broad areas:

1. Spanish language
2. Chicana/Latina Studies
3. Bilingual and dual-language methods and pedagogies

Upon completion of the coursework leading to an added bilingual authorization, candidates will:

- Develop skills necessary to teach bilingual/dual-language students in California's tk-12 grade schools
- Understand the complexities of bilingual/dual-language education, including policies, research, and best practices
- Demonstrate advanced levels of academic language in both Spanish and English
- Become a better prepared teacher to teach in a wide variety of public school settings: mainstream English-only, bilingual, and dual-language
- Learn effective ways to demonstrate advocacy for students, their families, and their communities

Through coursework and field experiences, the program features hands-on experiences that are applicable to all classroom contexts, tk-12, but best suited for biliteracy classrooms. Program faculty are dedicated to excellence in the preparation of future bilingual teachers through on-going professional development in current, research-based curriculum and assessment.

When pursuing the bilingual authorization as an undergraduate, the majority of the courses are taken in conjunction with a major/minor in Chicano and Latino Studies (CALS) and/or Spanish (SPAN), with one additional required course taken with other the credential program coursework.

When pursuing the bilingual authorization as a post-baccalaureate student, there are additional courses.

BENEFITS OF ADDING BILINGUAL AUTHORIZATION

California is experiencing a bilingual teacher shortage as well as an ever-increasing demand for teachers who are qualified to teach in dual-language settings. Unfortunately, just speaking Spanish is not enough to be considered a qualified bilingual/dual-immersion teacher. Due to the complexities and demands of teaching in and through two languages, California Commission on Teacher Credentialing (CTC) requires all teachers who teach in bilingual or dual-language contexts to possess a bilingual authorization (or the equivalent).

Due to the high demand of bilingual teachers and the strong reputation of our bilingual authorization program, currently 100% of Sonoma State credential graduates who also possess an added bilingual authorization are employed in tk-12 classrooms, most of them in local districts (Napa, Marin, and Sonoma counties). In fact, most of Sonoma State's credential candidates pursuing added bilingual authorization sign contracts for full-time teaching employment well before finishing their program.

While a **multiple subjects credential** with added bilingual allows educators to teach in any multiple-subjects placement (tk-8) in which English and/or Spanish are the language(s) of instruction, most multiple subject candidates tend to pursue careers in dual-immersion classrooms.

Single subject candidates with added bilingual authorization have a variety of opportunities. They may teach their content matter in English (e.g. U.S. History) or Spanish (e.g. U.S. History in Spanish). Single subject candidates who wish to teach Spanish as a "foreign language" (e.g. Spanish 3) must obtain a single subject Spanish credential.

Throughout California, there are many children from Spanish-speaking homes with special needs; due to the lack of educational specialists with added bilingual authorization, often these children do not have access to biliteracy programs and/or developing skills in two languages. **Educational specialists** with added bilingual authorization pursue careers in special education programs at dual-immersion schools or in schools with a high number of emergent bilinguals/English learners and Spanish-speaking families.

PROGRAM PATHWAYS

INTEGRATED TEACHER EDUCATION PROGRAM/UNDERGRADUATE PATHWAY

Candidates beginning the bilingual authorization program as an undergraduate major in Chicano and Latino Studies (CALS) or Spanish (SPAN). Many choose to major in one and minor in the other as there is considerable overlap. As undergraduates, they take these courses:

1. CALS 219: The Latino Experience
2. CALS 445: Chicano/Latino History
3. SPAN 300/300H: Advanced Spanish Language (For Native/Heritage Speakers)
4. SPAN 301: Advanced Composition & Conversation
5. SPAN 304: Introduction to Spanish Linguistics
6. SPAN 427: Spanish Teaching Methodologies

Once admitted to the credential program, candidates take one final course:

1. EDMS 465: Introduction to Dual-Language Education: Policies, Methods, and Inquiry for Teachers

POST-BACCALAUREATE PATHWAY

Candidates pursuing an added bilingual authorization as a post-baccalaureate student may have majored in any subject, but must prove their competency and academic proficiency in Spanish prior to admission to the program as fieldwork is completed in a dual-language placement and two of the three required courses are conducted in Spanish.

The required courses for the post-baccalaureate pathway are:

1. CALS 456: Sociology of Education/Latinos & Education
2. SPAN 427: Spanish Teaching Methodologies
3. EDMS 465: Introduction to Dual-Language Education: Policies, Methods, and Inquiry for Teachers

PROGRAM REQUIREMENTS

ASSESSMENT OF SPANISH LANGUAGE COMPETENCE

California Commission on Teacher Credentialing (CTC) has approved the following courses as assessing candidates' Spanish language competence:

1. SPAN 300/300H: Advanced Spanish Language (For Native/Heritage Speakers)
2. SPAN 301: Advanced Composition & Conversation
3. SPAN 304: Introduction to Spanish Linguistics

Candidates must successfully pass all three courses above prior to enrolling in EDMS 465 or SPAN 427, and prior to student teaching. In the event that a candidate has not taken these courses, equivalent coursework at another institution (in the U.S. or in another Spanish-speaking country) may be substituted upon approval by the program coordinator.

In the event that there is no coursework at Sonoma State or elsewhere providing evidence that the candidate has been thoroughly assessed in her/his/their Spanish language competence, the candidate will be required to pass the CSET Spanish III exam.

COURSE DESCRIPTIONS

ALL STUDENTS PURSUING ADDED BILINGUAL AUTHORIZATION

All students (undergraduate and post-baccalaureate) pursuing added bilingual authorization will take SPAN 427 and EDMS 465.

SPAN 427: SPANISH TEACHING METHODOLOGIES

Practical application of linguistic principles to the teaching of Spanish. Topics include discussion and practice of methods and materials for teaching Spanish, technological resources for the Spanish teacher and learner, and techniques for learner testing and evaluation.

EDMS 465: INTRODUCTION TO DUAL-LANGUAGE EDUCATION: POLICIES, METHODS, AND INQUIRY FOR TEACHERS

This course is designed for current teachers and student teachers in dual-language/bilingual contexts in order to refine their practice of educators of dual-language students to: (1) Develop an understanding of the history of bilingual education in the United States; (2) Reinforce understandings of the background and models of bilingual/dual-language education; (3) Develop current research-based best practices for teaching dual-language

learners in grades tk-12; (4) Introduce theories, issues, and methodologies related to multilingual language acquisition.

INTEGRATED TEACHER EDUCATION PROGRAM/ UNDERGRADUATE PATHWAY **ONLY**

The following courses are only required of students beginning their bilingual authorization coursework as **undergraduates**.

CALS 219: THE LATINO EXPERIENCE

A survey of the Chicano and Latino experience in the United States. The course serves as an introduction to Chicano and Latino studies through the social sciences in order to explain the individual's status and place within the group and society. This includes how Chicano Latinos and other Latinos have adapted to the various cultural, social, economic, and political elements of U.S. society as compared to other groups. Satisfies the Ethnic Studies requirement in GE Area D1 (Individual & Society).

CALS 445: CHICANO/LATINO HISTORY

An analysis of Chicano/Latino history, from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and the Treaty of Guadalupe Hildalgo, the land question, social banditry and other forms of resistance, the Chicano in the 20th century, and contemporary Chicano/Latino issues, organizations, and movements.

SPANISH 300/300H: ADVANCED SPANISH LANGUAGE/ FOR NATIVE & HERITAGE SPEAKERS

Spanish 300. Activities in written and spoken Spanish designed to increase students' proficiency to the advanced level. Course will highlight the selected points of grammar structure and form in the context of meaningful engagement with the language.

Spanish 300H is designed for native/heritage speakers of Spanish with communicative competence in speaking and understanding Spanish but little formal schooling in the language. Spanish 300H draws on the student's bilingual, linguistic, and cultural resources to build the knowledge, self-confidence, and engagement to successfully use Spanish in academic settings.

Spanish 300/300H fulfills GE area C3.

SPANISH 301: ADVANCED COMPOSITION AND CONVERSATION

Compositions to achieve mastery of the written language. Introduction to the preparation of critical essays and studies. Weekly compositions. Satisfies GE area C3.

SPANISH 304: INTRODUCTION TO SPANISH LINGUISTICS

An introduction to the linguistics structure of Spanish. Overview of components such as phonetics/phonology, morphology/syntax, and semantics/ pragmatics.

POST-BACCALAUREATE PATHWAY **ONLY**

The following course is only required of those candidates pursuing bilingual authorization as a **post-baccalaureate student**.

CALS 456: SOCIOLOGY OF EDUCATION/LATINOS AND EDUCATION

This course introduces students to some key theoretical and empirical work in the sociology of education and Latinos. Because this is such a large field of research, the course will focus on the question of stratification and how systems of schooling maintain or alleviate inequality among Latino communities. We will examine classical approaches to schooling; schools as organizations; schools and their effects on social mobility; class, race, and gender stratification in achievement and attainment; tracking/ability grouping; theories and empirical work on social and cultural capital; school choice; and cross-national expansion of education. Our readings will cover both qualitative and quantitative studies in the field.

FIELDWORK & SUPERVISION

Candidates pursuing added bilingual authorization will be placed by their respective teaching credential program (multiple-subject, single-subject, educational specialist) in a fieldwork site appropriate for their credential and supervised by an individual with expertise in that area (e.g. elementary dual-immersion expertise; subject matter + bilingual authorization expertise; mid/moderate special education + bilingual expertise). Candidates will complete 600+ hours of field work/student teaching over the course of two semesters. Please refer to the handbook particular to each respective teaching credential program for more information.

STUDENT TEACHING

Multiple-subject candidates tend to be placed at local Spanish-English dual-immersion elementary schools in Sonoma and Napa Counties. Single-subject candidates are placed at either dual-immersion/international baccalaureate middle- and high-schools, or schools with high numbers of emergent bilinguals/English learners. Educational specialist candidates are placed in elementary, middle, or high schools with high numbers of emergent bilinguals/dual-language learners/English learners.

TEACHER RESIDENCY PROGRAM

All candidates who are pursuing bilingual authorization may have the opportunity to participate in a teacher residency model of fieldwork and supervision. This is a competitive opportunity in which candidates are eligible to receive up to \$18,000/annually to complete their field work as a "residency program" with Napa Valley Unified School District or Santa Rosa City Schools. For more information, please attend a Teacher Residency Information Session or contact Dr. Rhianna Henry Casesa (casesa@sonoma.edu).

APPLYING TO THE PROGRAM

Applying to a teaching credential program at Sonoma State University requires **two** applications, one to the University and specific School of Education program. On the paper "Application for Admission to [Specific] Program," be sure to check YES next to "Bilingual Authorization (Spanish)." The School of Education website has up to date information about the deadlines and the process. If you have questions, contact Dr. Rhianna Henry Casesa (casesa@sonoma.edu).

PROGRAM ADVISING

Undergraduate candidates are encouraged to notify their academic advisor and Dr. Rhianna Henry Casesa (casesa@sonoma.edu) as soon as they have determined that they would like to pursue coursework leading to an added bilingual authorization for support and advising throughout their undergraduate experience.

Post-baccalaureate candidates are advised to contact Dr. Rhianna Henry Casesa (casesa@sonoma.edu) prior to or immediately upon applying to a credential program for advising specific to adding bilingual authorization.

IMPORTANT DOCUMENTS

REQUIRED COURSES BY BILINGUAL AUTHORIZATION STANDARD

Candidates must complete each standard

| | Undergraduate/ Integrated Teacher Education Program Pathway | Post-Baccalaureate Pathway | CSET: LOTE |
|---|---|--|---------------------------------------|
| Standard 3 The Context for Bilingual Education & Bilingualism | <u>EDMS 465</u> (Intro to Dual-Language Education: Policies, Methods, and Inquiry for Teachers) AND <u>CALS 445</u> (Chicano/ Latino History) AND <u>CALS 219</u> (The Latino Experience) | <u>EDMS 465</u> (Introduction to Dual- Language Education: Policies, Methods, and Inquiry for Teachers) AND <u>CALS 456</u> (Sociology of Education/Latinos & Education) | CSET World Languages Subtest IV |
| Standard 4 Bilingual Methodology | <u>EDMS 465</u> (Intro to Dual-Language Education: Policies, Methods, and Inquiry for Teachers) AND <u>CALS 219</u> (The Latino Experience) AND <u>SPAN 427</u> (Spanish Teaching Methodologies) | <u>EDMS 465</u> (Introduction to Dual- Language Education: Policies, Methods, and Inquiry for Teachers) AND <u>CALS 456</u> (Sociology of Education/Latinos & Education) AND <u>SPAN 427</u> (Spanish Teaching Methodologies) | CSET World Languages Subtest IV |
| Standard 5 Culture of Emphasis | <u>CALS 219</u> (The Latino Experience) | <u>CALS 456</u> (Sociology of Education/Latinos & Education) | CSET Spanish V |
| Standard 6 Assessment of Language Competence | <u>SPAN 300/H</u> (Adv Spanish Language (For Native/Heritage Speakers]) AND <u>SPAN 301</u> (Adv Composition & Conversation) AND <u>SPAN 304</u> (Intro to Spanish Linguistics) AND <u>SPAN 427</u> (Spanish Teaching Methodologies) | <u>SPAN 427</u> (Spanish Teaching Methodologies) <i>including required language prerequisites at SSU or the equivalent at another institution</i> | CSET Spanish III |

