

Competent Bilingual Teachers

Preparation of
Bilingual Cross Cultural Language and
Academic Development (BCLAD) Teachers

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CFDA Number 84.195A

Title VII Application Submitted by
California Lutheran University
Thousand Oaks, California

To
United States Department of Education
Application Control Center
Attention: CFDA # 84.195A
Washington, D. C. 2020-4725

INTRODUCTION

California Lutheran University is a private, coeducational institution of liberal arts and sciences offering undergraduate and graduate degrees. Founded in 1959, CLU is affiliated with the Evangelical Lutheran Church in America (ELCA). All faiths are welcome.

Thousand Oaks, California in Ventura County is located midway between Los Angeles and Santa Barbara and 15 miles inland from the Pacific Ocean.

California Lutheran University has the distinction of being selected for four consecutive years by The Hispanic Outlook in Higher Education magazine “as one of the best schools for Hispanics in the United States.” Selection from among 2,500 institutions is made on the basis of offering, “solid opportunities for Hispanic students.” It is a WASC-accredited institution (Western Association of Schools and Colleges), has authorization from the California Commission on Teacher Credentialing to offer credential programs at the elementary (Multiple Subjects) and secondary (Single Subjects) school levels. It also offers credentials and Master’s Degrees in school administration, pupil personnel services and special education as well as in Education. Programs are offered at the main campus in Thousand Oaks and Graduate Education Centers in Ventura, Woodland Hills in the San Fernando Valley and Marshall High School in the Los Angeles.

CLU implemented Title VII Bilingual grants in 1984-1986, 1991-1994 and 1994-1996. As an institution, we’ve made much progress as a result of those grants, but new challenges demand new approaches in 2001.

NEED FOR THE PROJECT

Ventura County has a total of one hundred forty-seven university interns, district interns or pre-interns. Presently, there are no full-time bilingual student teachers in CLU’s bilingual

program. This semester, a total of 100 not-fully-credentialed teachers from through the three county area are attending our evening program. Of that number, 20 are enrolled in CLU’s Bilingual Cross Culture Language and Academic Development (BCLAD) program. Ventura County administrators estimate that they will need about 35 new bilingual (Spanish/English) teachers for the next school year.

Magnitude of the Problem to be Addressed:

During the last four years, Ventura County has seen a great increase of Spanish-speaking, English Language Learners. Presently the county has a total of 27,434 such students - an increase of 839 over last year and an increase of 4,765 since 1994.

Ventura County English Language Learners – 2,000 (list includes only 10 or more)											
Span.	Viet.	Cant.	Pilip.	Khmer	Korean	Armen.	Mand.	Lao	Russn.	Punj.	Arab
26,307	178	40	227	11	87	10	63	10	35	22	42

Although the Unz Initiative (Proposition 98) attempted to eliminate bilingual education, the waiver process whereby parents request bilingual education as an alternative is very widely used in Ventura County. Districts with a strong demand for the alternative bilingual education include Rio Elementary School District, Ocean View Elementary School District, Hueneme Elementary School District, Ventura Unified School District, Oxnard Elementary, Oxnard Union High School District, and Moorpark Unified School District. Figures prepared by the California State Department of Education for Ventura County reveal that of the teachers serving LEP children, there are a total of 220 Teachers in Training teamed with Paraprofessionals and a total of 237 Paraprofessionals teamed with Teachers in Training. People are struggling to meet the needs of the English Language Learners!

The following chart compares English-only and English Language Learners at or above three quartile stages: 50%+, 75%+ and 25%+. English Language Learner scores are in bold.

Ventura County Results of State-wide STAR (Stanford Achievement) – 2,000 School Year

Numbers Tested (2nd gr. To 11th gr): English Only (EO) 69,113

: English Language Learners (ELL): 14,399

<u>Total Read.</u> Grade:	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
NPR 50%+ EO students:	70	65	66	65	67	67	70	51	49	51
NPR 50%+ ELL students:	24	15	12	13	12	09	10	08	04	04
NPR 75%+ EO students:	39	34	39	36	39	38	34	21	23	25
NPR 75%+ ELL students:	05	02	03	03	02	02	01	01	01	01
NPR 25%+ EO students:	88	86	86	85	88	87	90	78	72	76
NPR 25%+ ELL students:	52	43	39	36	41	35	39	30	16	25

<u>Total Language</u> grade:	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th
NPR 50%+ EO students:	71	66	68	67	71	72	70	68	57	65
NPR 50%+ ELL students:	27	23	24	21	23	22	15	24	08	15
NPR 75%+ EO students:	47	38	38	40	46	48	41	36	30	32
NPR 75%+ ELL students:	10	07	05	06	06	06	02	05	02	02
NPR 25%+ EO students:	85	86	86	84	87	87	87	86	76	82
NPR 25%+ ELL students:	45	52	54	46	51	47	45	33	25	39

Academically, English Language Learners (ELLs) continue to fare poorly and all are required by the state of California to be tested by STAR (Standardized Testing and Reporting Program.) The test used is the Stanford Nine Achievement Test. A review of test results sorted by program shows that students in Ventura County's state bilingual programs scored four percentage points better in both math and reading than did the entire group of English Language Learners in a variety of programs.

The lag behind their English-only peers is obvious. We believe that the plight of a great number of students who are English Language Learners can best be remedied by addressing their academic needs in their home language and CLU's School of Education is proud to be affiliated with and partnering with Ventura County school districts that still support Bilingual Education. CLU is dedicated to offering opportunities as espoused by Stephen Krashen and James Cummins. The development of the home language strengthens a student's ability to succeed in the English-language program principally due to the fact that there is transference of skills from one language to another. This view is also expressed by Dr. James Crawford in the National Clearinghouse for Bilingual Education's March 1997 report, Best Evidence: Research Foundations of the Bilingual Education Act. "Empirical studies have documented the transferability of skills between a variety of languages."

This proposal addresses the need to improve the education of the English Language Learners by addressing the needs of preservice and employed teachers who are still trying to complete the credential. In elementary schools, the project will focus on students who have passed the Multiple Subjects Assessment Test (MSAT) or have a waiver in Liberal Studies from an accredited college or university. In secondary schools the project will focus on students who will be teaching subject matter content in Spanish.

Identification of Gaps in Current Services

Ventura County felt the impact of the class size reduction program in California, reducing class size in kindergarten to third grade to 20 students per classroom. Initially Ventura County schools employed over 500 new teachers just to satisfy the Class Size Reduction Act of 1996. A majority of these were not fully certified. The continuing lack of trained and certified teachers is reflected in the number of teachers enrolled at California Lutheran University who are presently employed with emergency or intern credentials. The Bilingual Program Directors of Ventura County have indicated support for this proposal and estimate that there is a need for approximately 35 new bilingual teachers for the 2001-2002 school year. While it is laudable that local districts are able to recruit bilingual students-in-training to staff existing vacancies, such persons still need intensive professional assistance. In the GAO-01-226 report entitled, Students With Limited English Proficiency, the report emphasizes (p13) that whether a student is instructed in English or in the dominant language, “Characteristics that contribute to high-quality programs, according to some educators, include adequately trained teachers, clearly articulated goals, systematic assessments, and opportunities for children to practice their English.”

PROJECT DESIGN

California Lutheran University is authorized by the California Commission on Teacher Credentialing to offer both, CLAD (Cross-culture Language and Academic Development) and BCLAD (Bilingual Cross-culture Language and Academic Development) teacher credentials for self-contained elementary school teachers (Multiple Subjects) and departmentalized secondary school teachers (Single Subject). Students preparing for both credentials receive instruction that is closely articulated and coordinated for instruction that serves the needs of English Language Learners. The School of Education recognizes that while English Language Learners in public

schools may begin their core subject instruction in the home language, they eventually are transitioned into English-Only classrooms. It therefore becomes imperative that teachers teaching in the primary language and those teaching only in English understand the full continuum of instruction and work together. By virtue of their CLAD training, English-only teachers are trained in methods of English as a Second Language and in SDAIE (Specially Designed Academic Instruction in English) strategies. BCLAD students must take more in-depth coursework with an emphasis in the Spanish language, Latino culture and bilingual methods.

In the charts below, the special requirements for the bilingual student teachers are in bold type. All other courses are taken by both CLAD and BCLAD candidates.

	Program Required of CLAD Multiple Subject Students	Program Required of BCLAD Multiple Subject Students
Foundation Semester	EDTP 500 – Culture & Diversity EDTP 502 – Psychological Foundations EDTP 503 – Child Growth and Development EDCL 549 – 1st and 2nd Language Acquisition and Development	Pass Spanish Proficiency Exam EDTP 505 – Latin American Culture and Civilization EDTP 500 – Culture & Diversity EDTP 502 – Psychological Foundation EDTP 503 – Child Growth and Development EDCL 549 – 1st and 2nd Language Acquisition and Development

Methods Semester	EDTP 520 – Instructional Leadership and Management in Diverse Classrooms EDTP 521 – Reading/Language Arts in Diverse Classrooms EDTP 522 – Mathematics and Science in Diverse Classrooms EDTP 523 – Introduction to Student Teaching	EDTP 520 – Instructional Leadership and Management in Diverse Classrooms EDTP 521 – Reading/Language Arts in Diverse Classrooms EDTP 522 – Mathematics and Science in Diverse Classrooms EDBI 523 – Introduction to Student Teaching, Bilingual
Student Teaching Semester	EDTP 540 – Student Teaching (nine units) EDTP 525 – Diverse Methods in Content Area	EDBI 540 – Student Teaching, Bilingual Classroom (nine units) EDBI 525/535 – Spanish Language Methods

(All courses listed are 3-unit semester courses unless noted otherwise.)

	Program Required of CLAD Single Subject Students	Program Required of BCLAD Single Subject Students
Foundation Semester	EDTP 500 – Culture & Diversity EDTP 502 – Psychological Foundations EDTP 504 – Adolescent Growth and	Pass Spanish Proficiency Exam EDTP 505 – Latin American Culture and Civilization (Spanish)

	Development EDCL 549 – First and Second Language Acquisition and Development	EDTP 500 – Culture & Diversity EDTP 502 – Psychological Foundati EDTP 503 – Child Growth/ Develop EDCL 549 – 1st and 2nd Language Acquisition and Development
Methods Semester	EDTP 530 – Leadership and Management in Diverse Classrooms EDTP 531 – Secondary Curriculum Design in Diverse Classrooms EDTP 532 – Reading in Diverse Classrooms – Secondary EDTP 533 – Secondary Introduction to Student Teaching in Diverse Classrooms	EDTP 530 – Leadership and Management in Diverse Classrooms EDTP 531 – Secondary Curriculum Design in Diverse Classrooms EDTP 532 – Reading in Diverse Classrooms – Secondary EDBI 533 – Secondary Introduction to Student Teaching in Diverse Classrooms, Bilingual
Student Teaching Semester	EDTP 540 – Student Teaching (9 units) EDTP 535 Secondary Methods in Content Areas in Diverse Classrooms	EDBI – 560 – Student Teaching, Bilingual Classroom (9 units) EDBI – 525/535 – Spanish Language Teaching Methods

NOTE: Students who are employed while completing their credential take 12 units of Field Supervision and Seminar instead of the traditional Introduction to Student Teaching and Student Teaching. This will be supervised and taught by the Clinical BCLAD teacher.

Student teachers are placed in public school classrooms with certified Bilingual Credential teachers for their student teaching practicum. They must also take Spanish Language Methods (EDBI 525/535) instead of EDTP 525/535 – Diverse Methods in Content Areas (which is the course taken by CLAD candidates). Additionally, they must take EDBI 505, Latin American Culture and Civilization. Both of these two extra courses are taught entirely in Spanish. In their student teaching assignments BCLAD student teachers are placed with master bilingual teachers holding the BCLAD credential themselves and are supervised by qualified Spanish-speaking supervisors who also teach them in seminars which meet weekly as part of the course.

Undergraduate students at CLU or other universities have the opportunity to take the “foundations courses” as part of their Liberal Studies Undergraduate Program. Whether the foundations courses are taken at CLU or elsewhere, the program recognizes and accepts the transfer providing that the courses are equivalent. Should students enroll in the teacher preparation program and not have taken those foundations courses, they can be taken as graduate-level courses and this project will cover the tuition costs.

The course, “Introduction to Student Teaching” (three units) is principally an observation and helping experience for the student teacher but it does include a three-day teaching “takeover”. The Student Teaching Semester (nine units) includes an all-day, five days a week, student teaching experience with a minimum requirement of complete classroom teaching “takeover” for four weeks. Both student teaching courses include a weekly seminar meeting with a Spanish-speaking supervisor. Issues of the classroom lesson planning, problem solving, teaching techniques and methods of instruction are the mainstay of this seminar.

California has recently adopted a Language Development Standards for Second

Language Learners. EDTP 521, EDTP 532, and EDCL 549 emphasize the state standards giving students a well-rounded understanding of the special needs for English Language Learners.

California requires Multiple Subjects candidates to pass a reading instruction exam, the RICA (California Reading Instruction Competency Assessment) The exam contains a heavy emphasis on the linguistic needs of English Language Learners and is the focus of instruction in EDTP 521. In the past three years, CLU students taking the exam have a success rate of 97%.

The School of Education has an arrangement for student-teacher placements with all the districts in the county, but full-time bilingual students are mostly placed in Rio School District, Ocean View School District, Hueneme School District, Oxnard Union High School District and Moorpark Unified School District. In addition to these districts, emergency, interns and pre-interns come from all districts in the county.

Project Goals

The main Goal of the program is to identify, recruit, train and qualify fifteen fully bilingual (English and Spanish) prospective candidates each year for the California BCLAD credential. Sub-goals of this endeavor include:

- a) Identify and recruit candidates who have successfully completed their bachelor's degrees and who qualify for admission to the program: 2.7 GPA in undergraduate work, pass the CBEST (California Basic Education Skills Test), demonstrate subject-matter competence and have sufficient knowledge of the Spanish language to achieve a "near native" or "native" rating on the Spanish Proficiency Exam.
- b) Support with weekly tutorial services, those students who otherwise qualify but may require extra tutoring to successfully pass the CBEST exam or the Spanish Language Proficiency Exam. Experience shows that some Spanish-speaking students who have

- immigrated to this country have difficulty with tests in the English language. Student for whom English is a first language and who have acquired Spanish language skills in high schools and university classes easily master the grammatical aspects of Spanish, but may have difficulty with comprehension and spontaneous oral fluency.
- c) Recruit and train student support personnel and additional Spanish-speaking professors for Spanish-language seminars and supervision of student teachers.

Project Objectives

- 1.1 Qualify fifteen newly credentialed bilingual teachers each year, help them secure employment in the area and support those who are working with emergency credentials
 - a.) Initiate communications with undergraduate program advisors at this institution, the local state university and the county's community colleges to recruit Multiple Subject and Single Subject Spanish-speaking candidates.
 - b.) Announce to IHE'S, LEA'S, and to the community the availability of 15 full-time tuition stipends each year for the purpose of pursuing either the Multiple Subject or Single Subject credential with a bilingual emphasis.
 - c.) Administer Spanish Proficiency Exam to prospective candidates.
 - d.) With the assistance of a panel of Ventura County Bilingual Directors, select 15 students each year to pursue full-time study in the Multiple or Single Subject credential with a bilingual emphasis.
 - e.) Provide tuition and book stipends for 15 students each year.
 - f.) Provide tutorial assistance to students who apply and whose only need is help with the CBEST (California Basic Educational Skills Test) and with

scoring higher on the Spanish Proficiency Exam.

1.2 Plan, guide and advise selected students to ensure completion of the program in allotted time frame.

- a.) Conduct general information meeting for program students outlining schedule of classes, financial aid, and program requirements.
- b.) Conduct individual advisement for each participant, checking on progress.
- c.) Administer "pre-program" survey to participants entering the program to assess attitudes and to determine understanding of the program.

1.3 Co-sponsor in conjunction with County Office of Education, and LEA'S, the Annual Ventura County Bilingual Education conference.

- a.) Help with preparation of proposals for workshops and seminars.
- b.) Conduct planning sessions with conference planning committee.
- c.) Introduce and focus attention on BCLAD student teachers.

1.4 Monitor progress of participants.

- a.) Consult with course instructors to monitor academic progress and offer assistance where needed.
- b.) Participate in evaluation of student teachers and consult with master teachers regarding student's progress and address individual deficits.
- c.) Conduct on-going consultation and advisement with students.
- d.) Conduct a self reflective assessment by all project participants at completion of the first semester of the program.

1.5 Participate in staff development training sessions.

- a.) Attend OMEMLA-sponsored management institute.

- b.) Attend state conferences and workshops on the education of language

1.6 Obtain appropriate instructional materials.

- a.) Purchase reference material on current research, issues, and curriculum in
- b.) Purchase needed videos or CDs and other related updated materials

1.7 Conduct exit interview and assessment of program for each candidate completing the program.

- a.) Review final grades from instruction
- b.) Obtain final evaluations from supervisors and master teachers.
- c.) Conduct students' self-assessment.
- d.) Initiate Evaluator's Assessment of the program's yearly progress and reports to the granting agency.
- e.) Administer end of program survey to participants.

1.8 Administer follow-up questionnaire toward end of year and/or conduct personal interviews with employers of program grantees to determine degree of teaching success.

1.9 Provide monthly visitation by university supervisor and conduct a monthly seminar with program grantees to discuss job satisfaction, beginning teacher challenges, and provide guidance for successful induction to the teaching profession.

Capacity Building Value of the Project

The Bilingual component of CLU is presently a conduit for Spanish-speaking candidates who undertake a few foundation and/or methods courses and quickly jump to full-employment with emergency or intern agreements. While this serves the local school districts by providing Spanish-speaking teachers, their lack of full preparation hinders the effectiveness of these

teachers in the classroom. With funding from this project and the follow-up research on the effectiveness of full-term teacher candidates, we hope to demonstrate the improved effectiveness of fully prepared teachers.

Research Base and Foundation for Project

In accordance with the mission of CLU, the School of Education seeks to develop reflective, principled educators who **STRIVE** to... **Serve** as mentors and models for moral and ethical leadership...**Think** critically to connect theory with practice...**Respect** all individuals... **Include** and respond to the needs of all learners...**Value** diversity...**Empower** individuals to participate in educational growth and change.

Accordingly, all student teachers are evaluated on their ability to provide evidence of meeting the California Standards for the Teaching Profession...

- Engaging and supporting all students in learning
- Creating and maintaining effective environments for student learning
- Understanding and organizing subject matter for student learning
- Planning Instruction and designing learning experiences for all students
- Assessing student learning

Additionally, students preparing for bilingual teaching believe in and support the tenet that the path to better English lies through the use of the student's dominant language and his/her culture. Focusing on English acquisition alone without paying attention to cultural influences, social and political empowerment and a learner's positive self-image will only promote a deficit model of education... "Something wrong with them if they can't learn." The ultimate instructional objective is attainment of full literacy in English comparable to that of native English speakers. The importance of a comprehensible theory of second language learning is

fully explored and practiced, including the theories of Dr. Stephen Krashen and Dr. James Cummins. Several instruments of language assessment are used in instruction and utilized in the student teaching classrooms. The full range of bilingual alternatives and their effectiveness are studied in “Language Methods”, including maintenance, dual language, immersion concurrent translation and preview-review. Effectiveness research such as that of David Ramirez and Virginia Collier are utilized in determining which approaches produce the best results.

Project Coordination and Inter-relational Focus

The CLU Director of Bilingual Education is a member of the Ventura County Bilingual Directors Group under the auspices of the County Superintendent's Office. The monthly meetings provide articulation of the program within the county and for coordination of staff development training. The Bilingual Directors and their respective districts are recipients of CLU’s bilingual graduates and serve as an advisory group to the program. County Bilingual Directors offer important feedback for the program, suggest modifications and/or additions to the curriculum, serve as guest speakers, and invite CLU bilingual student teachers to participate in staff development workshops.

The monthly county directors' meetings also serve to publicize career openings for new positions opening up in the county. These are then announced to bilingual candidates enrolled in the program. All county bilingual directors and related personnel interested in bilingual teachers are also invited to discuss their particular district and its needs with candidates during the bilingual seminars.

The project will utilize the resources of the Beginning Teacher Support and Assessment (BTSA) program for support once the Preliminary Credential has been achieved. It will also utilize the services of the federally funded PT3 (Preparing Tomorrow’s Teachers for

Technology) program, which is presently being carried out at CLU.

The project coordinates with the undergraduate liberal arts department and academic subject departments within the university. These departments submit their courses of study for approval by the California Commission on Teacher Credentialing. This entitles CLU graduates a waiver acknowledging subject-matter mastery.

State Education Agency Involvement

The California State Department of Education/SEA provides technical assistance, including the review and comment on this proposal. The California Commission on Teacher Licensing reviewed and approved the School of Education program this year.

Consortiums and Coordination with LEAs

The Bilingual Teacher Training Program at CLU works in coordination with a number of school districts with high LEP enrollment, and those that have Title VII funding, including Moorpark Unified Oxnard Elementary and Ocean View Districts. The university also is partner in The Ventura County Consortium agreement with eleven Ventura County school districts to provide training and supervisory support for Teaching Interns. The Ventura County Superintendent's Office is the lead agency in the consortium, which also includes California State University at Northridge. Our participation as an institution of higher learning is in training and supervision to identified interns from the eleven districts: Ventura Unified School District, Moorpark Unified School District, Oxnard Elementary School District, Oxnard High School District, Santa Paula Elementary District, Santa Paula High School District, Rio Elementary School District, Ojai Unified School District, Conejo Valley Unified School District, Ocean View School District, Fillmore Unified School District and Hueneme School District

Project Coordinated with State-wide Efforts to Improve Teaching and Learning

Dr. Carol Bartell, Dean of the School of Education is the past president and Member of the Board of the California Council on the Education of Teachers and all members of the CLU School of Education are members and participants and frequent presenters at its semi-annual conferences. In this manner, the School of Education faculty interacts regularly with education professors from other institutes of higher learning throughout the state.

The entire faculty of the School of Education has been involved recently in a self-analysis in preparation for the successful accreditation visit of the California Commission on Teacher Credentialing (CCTC).

In partnership with the Ventura County Superintendent of Schools Office of Research and Evaluation, CLU's School of Education has been awarded a BTSA (Beginning Teacher Support and Assessment) grant. The efforts of this program will focus on first and second year beginning teachers by providing them with the support during their first-year and second-year as credentialed teachers. It focuses on special workshops and mentoring assistance.

Project candidates who receive the BCLAD credential will participate in this project and will additionally receive support from this Title VII project's Clinical BCLAD teacher specialist.

Selection of Project Participants

By the time a person is advanced to the Teacher Preparation Program he/she normally has completed a sequence of four foundations courses and has earned a grade of "B" or better in each one. If not, they must still take these courses before qualifying for the Teacher Preparation Program. Students who have not received a grade of "B" or better must retake the course. Minimum standards call for students to have a g.p.a. of 2.7 in their undergraduate work, have passed the California Basic Education Skills test (CBEST) and BCLAD students additionally

must pass the Spanish Proficiency Exam. All students must demonstrate subject-matter competency by virtue of commission-approved courses taken as undergraduates or by passing the national MSAT (Multiple Subjects Assessment of Teachers) or PRAXIS and the California SSAT for single subjects.

Preprofessional experience in working with language minority students is highly recommended. Students are required to write an essay explaining their interest and their experience in education. The Director of the Bilingual Program and a panel of bilingual administrators from the county then review the applications, interview and rank the prospective students as to viability for the Title VII grant.

This extensive admission procedure allows for the selection of only those who have the potential to complete an intensive preparation program in one academic year. Because of early recruitment and advisement some students may take the prerequisite Spanish civilization and culture class and the foundation courses as undergraduates and thus dedicate their entire energies to their professional preparation methods and to student teaching.

Project Services

Recruitment and Selection of Members of Underrepresented Groups

Presently, the minority enrollment in the CLU undergraduate program is 25 %, with Latinos being the largest subgroup. Additionally, the Minority enrollment at Oxnard Community College is 52%, at Ventura Community College it is 30% and in Moorpark Community College it is 13%. Recruitment from community colleges and the area in general is already a reality. In 1989 a full-time Director of Educational Equity, a Latino, was hired to assist in the recruitment and retention of under-represented students, to be active in student affairs, and to act as a liaison between the university and the minority community. We are presently developing a stronger

recruitment effort and articulation agreements with the community college in order to increase our enrollment of under represented groups. CLU also has a very active department of Upward Bound.

Latino student's interest in teaching is a rather high but our experience in the last four years is that they will be employed before completion of the program. By far, the majority of Latino students come from low-income families and are among the first in their families to achieve a college education. For most, it is college loans that have gotten them to the undergraduate level. Consequently, a great number seek career paths that lead to employment as soon as they earn their bachelor's degree. Funding from this grant proposal would go a long way to encourage these students to enter full-time postgraduate academic work and obtain a credential. CLU's experience is that such students make great teachers for the local community because they are Latino role models, have empathy, and have first-hand cultural understanding.

KEY PROJECT PERSONNEL

The School of Education and the entire university have been making great efforts to add more faculties from the minority and underrepresented groups. Being a private university it has not been able to match salaries offered by the state colleges, but sure progress has being made in recent years. The university faculty has recently adopted a policy statement for valuing and recruiting members of minority groups and established concrete goals. The School of Education has an aggressive plan for advertising openings and values the expertise that members of minority groups possess as a valuable asset because of their background knowledge and expertise in teaching in a program dedicated to diversity in the classroom. Such a philosophy resulted recently in hiring an Asian American faculty member and in replacing a teacher on leave with a Hispanic in a clinical faculty position.

Key project personnel include:

Carol A. Bartell, Ed. D. - Professor of Education and Dean of the School of

Education Dr. Bartell became the head of the School of Education in 1995. Prior to coming to CLU, she served as a staff consultant with the California Commission for Teacher Credentialing. She has added to the department a wealth of expertise on the preparation of teachers and internal knowledge of the development of California Teaching Standards and of California teacher licensing policies. Her university teaching experience includes appointments at the University of Iowa and the University of the Pacific, teaching in both educational administration and teacher education programs. Her research focuses on issues related to educational preparation, induction, mentoring and professional development.

James Mahler, Ed. D. - Professor of Education and Chair of the Department of Teacher Education and Director of the Multiple Subjects Program. Dr. Mahler is a former teacher, school psychologist and principal with extensive experience in Schools. He has served in the school of education since 1979, having a great sense of the institution's history and of the community of Ventura County. He is known for his extensive expertise in the developmental stages of teachers and for the use of computers in education.

Blas M. Garza, Ed. D. - Assistant Professor of Education and Director of Bilingual Education. Dr. Garza is proficient in Spanish and English, and has extensive experience in the field of public education, especially in serving the needs of English language learners. Dr. Garza worked five years as Director of Multicultural Education and Bilingual Education, fifteen years as an elementary principal and five years as Assistant Superintendent and Acting Superintendent of the public schools in Santa Barbara CA. He has the distinction of having originated the bilingual education program in Santa Barbara and of instituting ethnic studies courses in the

secondary schools. He also has a distinguished career as a school administrator and is well known in educational circles in Southern California.

Mildred Murray-Ward, Ph. D. - Professor of Education, Chair of the Department of Advanced Studies, Director of Curriculum and Instruction Masters Program and Title VII Project Evaluator. Dr. Murray-Ward has public school experience as a district administrator, researcher, and program evaluator. Her major areas of expertise include evaluation, planning and development, measurement, statistics, experimental design, evaluation research and computer data analysis. She teaches courses in learning theory, testing, and research methods. She was Chair of the CLU Faculty during 1997-1999 and is a highly respected professor. Her involvement with the project is as evaluator of the project, and initiator of reports and assessments during the school year. She is an expert in evaluation design and project evaluation. Dr. Murray Ward's professional experience includes the evaluation of federally funded programs including ESEA/Title VII bilingual programs. She was selected as a Visiting Scholar for the Center for the Study of Evaluation at UCLA and has worked as an evaluation Research Analyst for the Los Angeles Unified School District Research and Evaluation Branch.

Paul H. Gathercoal, Jr., Ph. D. - Associate Professor of Education and Director, Educational Technology Specialization and Director of a federally funded technology program, PT3 (Preparing Tomorrow's Teachers for Technology) program. He teaches Computer Science, Instructional Leadership and Management and is director of the Electronic Portfolio system for teacher candidates. Dr. Gathercoal is an expert in "Judicious Discipline" and has publications on the subject.

Yvonne M. Lux, Ed. D. - Project Director, The Educational Research and Leadership

Institute and Beginning Teacher Support and Assessment (BTSA). BTSA is a grant from the California Commission on Credentialing to support beginning teachers in their initial years of service. She was of three area superintendents for the Poway Unified School District. She has an Ed.D. from the University of Southern California, M.A. University of California at Davis.

Julia Sieger, Assistant Professor of Education and Liberal Studies and Subject Matter Programs M.S., University of La Verne; Ed.D., University of San Francisco. Dr. Sieger serves as the major advisor to undergraduate Liberal Studies majors wishing to go into the Teacher Preparation Program. She teaches Child Growth and Development and the Liberal Arts Capstone course that is a culminating course for liberal arts majors. She also coordinates with the undergraduate departments that prepare students in the Single Subjects.

Beth Anderson Smith, Assistant Professor of Education B.S., University of Colorado; M.A., Point Loma Nazarene College; Ph.D., University of Colorado. Dr. Beth Anderson Smith is a former bilingual teacher, has conducted research on second-language learners, and teaches First and Second Language Acquisition and Development. She has conducted research under Title VII grants and is fluent in Spanish. Her specialty is second-language learners.

Veronica Virgin-Heim, M. A. - Clinical Faculty in the PT3 “Preparing Tomorrows Teachers for Technology”. She teaches computer courses and advises in computer integration in the classroom. She previously served as a bilingual instructional aide.

Roberto Arce, Ph. D. - Lecturer in Education. Dr. Arce is a full-time instructor at Ventura Community College and adjunct professor at CLU, teaching the Latin American and Civilization course in Spanish (EDBI 505) to BCLAD students

MANAGEMENT PLAN

PROJECT OBJECTIVE	APPLICABLE DATES	RESPONSIBILITY
Recruit candidates	Spring and Summer	Project Director
Help in program application	Spring and Summer	Project Director
Administer Spanish Exam	October	Project Director
Interview project applicants	August	Project Director
Finalize project candidates	August	Project Director
Select project tutors	September	Project Director
Provide candidate assistance	September– December	Project Director
Provide individual advisement	August and ongoing	Project Director/Clinical teacher
Review Benchmark Admission	August	Project Director
Arrange for books & materials	August	Project Director
Begin Methods Courses	September	Project Director
Screen, select clinical teacher	September	Project Director
Supervise interns	September – May	Clinical BCLAD Teacher
Supervise full-time students	September – May	Clinical BCLAD Teacher
Begin student portfolio	September	Student Teacher Supervisors
Spanish Proficiency Exam	October	Project Director
Plan summer intern courses	November	Project Director/Clinical teacher
Assess Benchmark “Beginning”	September	Project Director
Evaluate Methods progress	November	Project Director & Teacher
Assess Benchmark “Methods”	December	Project Director
Arrange for books & materials	January	Project Director
Begin Student Teaching Sem.	January	Project Director & faculty

Student-teaching supervision	September - December	Clinical BCLAD teacher
Mid-semester assessment	September – December	Project Director
Supervise interns	September - December	Clinical BCLAD teacher
Assess Benchmark Development	May	Project Director
Assess student portfolio	May	Project Director and faculty
Assess Benchmark Exit	May	Project Director and faculty
Exit Interview	May	Project Director and faculty
Initiate courses for interns	July - August	:Project Director
Student exit questionnaire	June	Evaluator
Application for credential	June	Project Director
Follow-up questionnaire	August	Evaluator
Initiate BTSA communication	August	Project Director

PROJECT EVALUATION

The project evaluator is Dr. Millie Murray Ward. Her major duties with this project will be to establish an effective system of record keeping, relate the objectives and goals of the program to student performance, monitor the program; meet with staff, students and various community groups (including public school administration and teachers) for the purpose of evaluation and refinement of the program. She will also develop and submit performance reports to Title VII officials at the end of each year's operation, prepare program summary information for various universities, communities and other interested groups. The evaluator will also provide on-going formative evaluation. She is an experienced project evaluator and has

numerous evaluation tools at her disposal.

EVALUATION PLAN

The two main purposes of the evaluation are: (a) to monitor the day-to-day operation of the program, and (b) measure long-range program effectiveness by assessing the extent to which intended goals were accomplished.

Formative Evaluation: On-going evaluation is conducted by the program director and with the cooperation of support staff of the School of Education. This is facilitated by a unique system of benchmarks which assess progress along four levels: Admission, Beginning, Methods, and Development as a Teacher. The program director will administer the project and oversee day-to-day operations, including planning, scheduling, budgeting, and record keeping. Instruction and advisement of students, and program dissemination comprise other principal responsibilities.

Support staff within the School of Education include three full-time staff members responsible for maintaining student files, scheduling appointments, record-keeping, updating faculty on credentialing issues, and processing of credentials.

Summative Evaluation: The second type of evaluation is summative in nature and will be conducted with the assistance of the special evaluator. Performance will be measured in four areas: 1) Students' academic performance while enrolled in the program; 2) Professional competencies attained during clinical fieldwork; 3) Employment secured after completion of the program; 4) Adequate use of institutional resources to operate the program.

Assessment of students' academic performance will be measured at mid-term and at the end of each semester.

Attainment of professional competencies is measured by successful performance in all

credential coursework (3.0 G.P.A.) that includes subject matter mastery of all stated course objectives and passing scores on the Spanish Language Proficiency Exam.

In addition, students must receive a passing grade (as evaluated by both university supervisor and master teacher) in both of their student teaching fieldwork assignments. The Program Director is responsible for final approval of program completion.

Employment status and degree of satisfaction with university training will be measured by a post-graduation questionnaire determining job placement success.

EVALUATION METHODS

1. PRE-SURVEY AND POST-SURVEY DATA: Surveys will be administered to students upon entering and upon completing the program. These surveys are intended to determine student attitudes toward program goals and objectives, leadership, professional preparation, and quality of field experiences. The post-survey data will determine whether students perceive that goals for the program were accomplished.
2. FOLLOW-UP QUESTIONNAIRES: The follow-up questionnaire to graduates, and their employers and master teachers is a formal process already institutionalized in the School of Education at CLU. This questionnaire fulfills a requirement of the California Commission on Teacher Credentialing.

Information received includes data on graduates' success in serving LEP children, as well as weaknesses and strengths of graduates, and training information, which assists us in program improvement, planning and implementation.

3. SELF-EVALUATION TOOL: CLU has in place a practical model of evaluation of teacher development. It is used with our student teaching/field study components to provide the department with still one additional evaluation avenue. The evaluation contains four

benchmarks: Admission, Beginning, Advancement to Methods and Development as a Teacher.

A student portfolio is required to demonstrate student progress throughout the benchmarks and this portfolio now being required electronically is reviewed and critiqued by student teacher supervisors and faculty each semester.

4. INTERVIEWS: The Program Director will conduct interviews with all graduates of the program and review the student's Electronic Teaching Portfolio upon termination of the program to assess the degree of growth which each student has experienced over the course of the year.

The director will retain end of program assessment data.

5. DOCUMENTATION: Student documentation includes evidence of student eligibility and program completion. A student file is maintained on each candidate, including complete transcripts, student teaching evaluations from master teachers and university supervisors, Spanish proficiency scores, CBEST passage, and letters of recommendation.

A professional portfolio including a resume, evidence of lesson planning, a description of field experiences, curriculum development, and statement of educational philosophy is also required.

6. EXAMS: Bilingual credential candidates are required to take the Spanish Language Proficiency Exam. The exam entails five levels of competency including Spanish grammar and syntax, reading comprehension, oral interview, written essay, and letter translation. There are five levels of proficiency - a minimum of level three is required for admission to the program. A level four or five is required for successful completion of the program. It is administered by the Program Director with the aid of the Spanish Department, and bilingual members of the Ventura County Bilingual Director's Committee.

BUDGET AND COST EFFECTIVENESS

CLU has maximized its efforts to use every existing university resource, including

financial aid, personnel, services and facilities in order to extend the federal dollar capacity to its students.

Direct support for students (tuition, stipends for books, tutorial assistance, conferences) reflects 56% of the proposed budget; 44% reflects assistance and support to students.

Only 25% of the Director's salary is being charged to this project. The project director will only carry a 75% teaching load in order to administer the grant.

BUDGET STRUCTURE FOR FY 2001-2002

A. Personnel

Project Director. (25%).....	\$ 10,500
Clinical BCLAD teacher	\$ 45,000
Tutors 2 x 10 hrs/wk x 36 wks x \$15.00/hr	\$ 10,800
Project Secretary (25% of \$2,400/mo x 12)	\$ 7,200
TOTAL PERSONNEL	\$73,500

B. Fringe Benefits

Project Director	\$ 3,000
BCLAD Teacher	\$ 5,000
Part-time Secretary	\$ 2,300
Total Fringe Benefits	\$10,300

C. Travel

(1) One trip to an OBEMLA sponsored institute by project director:

Flight Cost	\$ 500
Accommodations 3 days @ \$150	\$ 450
Meals 3 days @ \$50.00	\$ 150

Registration at NABE	\$ 300	
(2) Attend state CABE conference/institute		
Registration for project director & teacher	\$ 600	
Flight costs (2 persons).....	\$ 500	
2 days @ \$150.00 x 2persons	\$ 600	
Meals 3 days @ \$50 x 2	\$ 300	
Student travel	\$ 200	
Student Registration - \$100.00 x 5students.....	\$ 500	
Student hotel (2 rooms x \$150 x 2 nights)	\$ 600	
(3) Student registration at County bilingual conference	\$ 375	
TOTAL TRAVEL		\$5,075
D. Supplies	\$ 1,000	
Total Supplies		\$1,000
E. Other (Evaluator)	\$ 3,000	
Total Other		\$3,000
F. Trainee Tuition Stipend		
15 students x 24 units x \$370/unit	\$133,200	
(Books and Supplies are calculated at \$150.00 a semester)		
2 semesters x 15 students x \$150..	\$ 4,500	
(4) Total Trainee Stipends		\$137,700
Total Costs		\$230,575
Indirect Costs @ 8%		\$ 18,446
TOTAL REQUEST		\$249,021

May 14, 2001

U.S. Department of Education
Application Control Center
Attention: CFDA #84.195A
Washington, D.C. 20202-4725

Dear Sir/Madam:

In response to CEDA # 84.195A, California Lutheran University is pleased to submit the original and two copies of its proposal, "Competent Bilingual Teachers – Preparation of Cross Cultural Language and Academic Development (BCLAD) Teachers."

The undersigned is authorized to negotiate and contractually bind California Lutheran University. He may be contacted by phone at (805) 493-3182 or by email at allison@clunet.edu.

Very truly yours,

Robert P. Allison
Vice President for Administration and Finance
Chief Financial Officer

Enclosures

May 14, 2001

U.S. Department of Education
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Attention: CFDA #84.195A
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In response to CEDA # 84.195A, California Lutheran University is pleased to submit the original and two copies of its proposal, "Competent Bilingual Teachers – Preparation of Cross Cultural Language and Academic Development (BCLAD) Teachers."

Robert P. Allison is the Associate Vice President of Administrative Services and Chief Financial Officer for the university. Mr. Allison is authorized to negotiate and contractually bind California Lutheran University and has signed the Application for Federal Assistance form. He may be contacted by phone at (805) 493-3182, by fax at (805) 493-3886 or by email at allison@clunet.edu.

Very truly yours,

Carol A. Bartell, Ed. D.
Dean – School of Education

Blas M. Garza, Ed.D.
Director – Bilingual Education

Enclosures

May 14, 2001

State Clearinghouse
Office of Planning and Research
P.O. Box 3044, Room 222
Sacramento, California 95812-3044

Dear Sir/Madam:

Enclosed is a copy of California Lutheran University's Title VII grant application forwarded to you as the state's single point of contact for review and comment to federal officials as appropriate. California Lutheran University has received such grants in the past and is looking forward to further strengthening its teacher preparation program with this grant.

The proposed funding application, "Competent Bilingual Teachers", is submitted as part of the university's effort to help provide well-trained bilingual teachers. The need is well documented by the California Department of Education in its projections on the demand for qualified bilingual teachers.

Very truly yours,

Carol A. Bartell, Ed.D.
Dean – School of Education

Enclosure