USF School of Education Teacher Education Department
Bilingual Cross-Cultural Language Development (BCLAD) Credential Program

Program Description: Candidates for the Multiple and Single Subject credentials may add an additional authorization/credential to teach in a bilingual setting. To do this, the candidates must complete the following in addition to all the coursework and requirement for the credential program (Multiple or single Subject) in which they are enrolled:

- Pass the Foreign Service Language Examination in language of emphasis at a Level 3; USF currently is accredited to offer the BCLAD credential in either Spanish or Filipino.
- Take two additional courses, taught in the language of emphasis:
  - TED 635 - Language and Culture of Emphasis
  - TED 636 – Methods and Materials in language of Emphasis
- Complete one student teaching placement (TED 607 for Multiple Subject candidates; TED 657 for Single Subject candidates) in a bilingual classroom.

Key I = Introduced with moderate coverage
M = Moderate Coverage
S = Significant Coverage
C = Comprehensive Coverage

	TED 635	TED 636	TED 607/657
Make Subject Matter Comprehensible to All Students			
1. Specific Pedagogical Skills for Subject Matter Instruction (TPE 1)			
a. Candidates will plan instruction that addresses state-adopted academic content standards taught in bilingual classrooms	S	S	C
b. Candidates will demonstrate the ability to teach, in the language of emphasis, to state-adopted academic content standards in bilingual classrooms.	S	S	C
Assess Student Learning			
2. Monitoring Student Learning During Instruction (TPE 2)			
a. Candidates will determine student progress toward achieving state-adopted academic content standards in both L1 and English.	M	S	C
b. Candidates will use a variety of instructional strategies and techniques to support students' learning in both L1 and English	M	S	C
3. Interpretation and Use of Assessments (TPE 3)			
a. Candidates will identify a range of assessments.		S	C
b. Candidates will use, evaluate, and interpret a range of assessments.		S	C

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c. Candidates will explain (give feedback) on assessment results.		S	C
Engage and Support All Students in Learning			
4. Making Content Accessible (TPE 4)			
a. Candidates will identify, differentiate (prioritize), and schedule (sequence) content to be taught in both L1 and English.		S	C
b. Candidates will select and use various instructional strategies, activities, and resources to facility student learning in both L1 and English.	I	S	C
c. Candidates identify and apply theories, principles, and instructional practices for bilingual students with special needs.	I	S	C
d. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards for bilingual students with special needs.	I	S	C
e. Candidates investigate and apply knowledge of student community, culture, and language abilities to provide appropriate instruction for bilingual students	M	S	C
5. Student Engagement (TPE 5)			
a. Candidates will identify academic learning goals.		S	C
b. Candidates will demonstrate the ability to ensure active and equitable student participation.		S	C
c. Candidates will demonstrate the ability to monitor student progress and extend student thinking.		S	C
6. Developmentally Appropriate Teaching Practices (TPE 6)			
a. Candidates will identify the important developmental characteristics of bilingual K-12 students.	M	S	C
b. Candidates will design developmentally appropriate instructional activities for a bilingual classroom.		S	C
c. Candidates will demonstrate the ability to provide (teach) developmentally appropriate educational experiences in a bilingual classroom.		S	C
7. Teaching English language Learners (TPE 7)			
a. Candidates identify and apply theories, principles, and instructional practices for L1 support and English Language development in a bilingual classroom.	M	S	C
b. Candidates demonstrate how to adapt instructional practices to provide access to the state-adopted content standards in a bilingual classroom.		S	C
c. Candidates investigate and apply knowledge of student backgrounds and language abilities to provide instruction in both L1 and English for bilingual students	M	S	C
Plan Instruction and Design Learning Experiences for All Students			
8. Learning About Students (TPE 8)			
a. Candidates will identify and employ a variety of methods to learn about students.	M	S	C
b. Candidates will use student information to plan, implement, and evaluated learning experiences		S	C
9. Instructional Planning (TPE 9)			
a. Candidates will identify appropriate academic learning goals and plan appropriate strategies/activities/materials/resources for a bilingual classroom.		S	C
b. Candidates will connect academic content to students' backgrounds, needs, and abilities.		S	C
Create and Maintain Effective Environments for Student Learning			
10. Instructional Time (TPE 10)			

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a. Candidates will schedule instructional time.		S	C
b. Candidates will manage instructional time.		S	C
11. Social Environment (TPE 11)			
a. Candidates recognize the importance of the social environment.	S	S	C
b. Candidates plan and maintain a positive environment for learning.	S	S	C
Develop as a Professional Educator			
12. Professional, Legal, and Ethical Obligations (TPE 12)			
a. Candidates take responsibility for student academic learning outcomes		M	S
b. Candidates know and apply professional, legal, and ethical obligations.	I	I	S
13. Professional Growth (TPE 13)			
a. Candidates evaluate teaching practices and subject matter knowledge			C
b. Candidates use reflection and feedback to improve teaching practice and subject matter knowledge.			C