BILINGUAL TEACHER PATHWAY PROGRAM HANDBOOK
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>I</th>
<th>Mission Statement and Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GSE Contact Information..........................3</td>
</tr>
<tr>
<td></td>
<td>Graduate School of Education Mission Statement......4</td>
</tr>
<tr>
<td></td>
<td>Bilingual Teacher Pathway Program Mission...........5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II</th>
<th>Student Information and Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Resource Information for New Students........................7</td>
</tr>
<tr>
<td></td>
<td>Success in the BTP Program.................................9</td>
</tr>
<tr>
<td></td>
<td>GSE Dispositions Expectations ................................10</td>
</tr>
<tr>
<td></td>
<td>Financial Aid Opportunities.................................11</td>
</tr>
<tr>
<td></td>
<td>Criteria for Assigning an Incomplete........................13</td>
</tr>
<tr>
<td></td>
<td>Request for Leave of Absence.................................14</td>
</tr>
<tr>
<td></td>
<td>Request to Withdraw from Program.............................15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overview of the BTP Program..............................17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV</th>
<th>Professional Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Overview of Exams........................................20</td>
</tr>
</tbody>
</table>
Contact Information and Mission Statement
Portland State University

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Associate Dean

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Senior Academic Advisor roches2@pdx.edu
Graduate School of Education Conceptual Framework

<table>
<thead>
<tr>
<th>Vision: Preparing professionals to lead life-long learning and development within our diverse communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Diversity and Inclusiveness - Advocacy for Fairness and Respect.</td>
</tr>
<tr>
<td>1.1 Candidates work effectively with diverse populations.</td>
</tr>
<tr>
<td>1.2 Candidates promote inclusive and therapeutic environments.</td>
</tr>
<tr>
<td>2. Research based practices and professional standards - Professionalism.</td>
</tr>
<tr>
<td>2.1 Candidates critically analyze and implement research-based practices.</td>
</tr>
<tr>
<td>2.2 Candidates demonstrate appropriate professional knowledge, skills, and dispositions.</td>
</tr>
<tr>
<td>3.1 Candidates ensure that all learners and clients succeed.</td>
</tr>
<tr>
<td>3.2 Candidates use technology to enhance learning and development.</td>
</tr>
<tr>
<td>3.3 Candidates influence policy and provide leadership for organizations.</td>
</tr>
<tr>
<td>4. Evidence-informed decision making - Reflection.</td>
</tr>
<tr>
<td>4.1 Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions.</td>
</tr>
</tbody>
</table>

GSE Philosophy (Guiding Principles)

- We create and sustain educational environments that serve all students and address diverse needs.
- We encourage and model exemplary programs and practices across the life span.
- We build our programs on the human and cultural richness of the University's urban setting.
- We challenge assumptions about our practice and accept the risks inherent in following our convictions.
- We model professionalism and develop collaborative efforts that foster our mission.
- We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
- We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
- We model thoughtful inquiry as a basis for sound decision making.

GSE Priorities

- Engage and model meaningful individual and program assessment that leads to continuous program improvement.
- Promote equity and social justice through inclusive programs, policies, and practices.
- Conduct and apply research and other scholarly work to improve education and counseling.
- Maximize the effective use of technology for instruction, recruitment, assessment, and scholarship.
- Develop partnerships that support high-quality clinical experiences and professional development for GSE students, faculty, and cooperating professionals.
The Bilingual Teacher Pathway Program Mission

The Bilingual Teacher Pathway (BTP) Program is a teacher preparation program designed to fill critical shortages of bilingual/bicultural teachers in the greater Portland region. Working with district partners, we recruit and prepare bilingual/bicultural instructional assistants for preliminary teacher licensure at the Elementary level along with an ESOL Endorsement. The two-year BTP program provides a strong academic foundation with a focus on social justice to prepare bilingual, multicultural teacher candidates to work with and advocate for English learners, linguistically and culturally diverse students and families.

Purposes of the Program:
- Recruit bilingual/bicultural paraprofessionals per year into BTP’s licensure program.
- Support and retain BTP teacher candidates through assessment, individualized advising, student services, mentors, and community-building among cohorts.
- Provide a research-based program of coursework to prepare bilingual/bicultural pre-service teachers to effectively teach all students, especially English language learners.
- Provide specialized fieldwork for BTP teacher candidates in dual-language, bilingual, ELD, and/or K-8 classrooms with English language learners.

Admission Criteria
- Be employed by a school district that has a Partnership Agreement with Portland State University.
- Be eligible for admission to PSU.
- Be bilingual/bicultural
  - Bilingual - Oral and written proficiency at the near native level, evidenced through written work assessed by a native language speaker. School Districts will provide their own bilingual assessments for individuals who wish to teach in languages other than English. A teacher candidates’ bilingual proficiency will soon be measured by the ACTFL exam for Licensure (TSPC rule).
  - Bicultural - Ability to relate in a socially acceptable manner with members of a social group other than your own.
Student Information and Policy
Resource Information for New Students

Getting set up with university email and network access:
Students at PSU have access to free email, computer lab resources, network storage, anti-virus software, personal web space and more. This account is called an ODIN account. You will find information about this and other university run services at http://oit.pdx.edu/audience/students. You can also get help through User Support Services - Help Desk by calling 503-725-HELP or stopping by their office in room 18 Smith Center (basement).

myPSU:
The university has created a "portal" for convenient login to all of your PSU resources. myPSU allows you to login with your ODIN login and password and have access to email, PSU calendar, grades and registration, online courses and more. To set up your myPSU account go to: https://my.pdx.edu Use the "How do I get a user name and password?" link to set up your login. NOTE: You need to activate your ODIN account before you can do this.

Printing:
Students are automatically allotted 500 pages to print in university computer labs. If you go over 500 you are automatically billed for the additional printing (please note that color printing counts as 4 pages for 1). See http://oit.pdx.edu/policies/printing for the current pricing and policy information. You can track your printing and access the web printing service that allows you to print from a laptop when on campus at print.pdx.edu.

Tk20:
The Graduate School of Education (GSE) uses Tk20 as its data management system. Help guides that are tailored to GSE departments and programs can be found at http://goo.gl/4mliy. These include video, print and web-based tutorials. Tk20 costs $103 for 100 years of access. You will see this charge in your first university term bill/account.
Other useful Graduate School of Education (GSE) resources

GSE website
https://www.pdx.edu/education/
This is the primary web site for the GSE and provides a variety of links to information about us and about our programs, research and service.

GSE Field Placement Office web site
https://www.pdx.edu/education/field-placements
You will find links to forms for students, cooperating teachers and supervisors, as well as information about contacting Field Placement Office personnel. Use the "Information for Students" link to find information about fingerprints and the student teaching application.

GSE Licensure Office web site
https://www.pdx.edu/education/licensure
You will find links to forms, procedural information, and licensure office personnel on this site.

GSE Blog and more...
http://schoolofed.wordpress.com/
We encourage you to access the GSE Blog to find up-to-date new and information about what we are doing as well as our newsletter and reports.
We also have sites on Facebook (https://www.facebook.com/SchoolofEd), YouTube (https://www.youtube.com/user/PSUGSE), and Twitter (http://twitter.com/#!/psu_GSE), and encourage you to follow us on these sites as well.

PSU Office of Graduate Studies
https://www.pdx.edu/ogs/policies-and-procedures
You will find information about policies, procedures and timelines on this site, as well as links to the university's Academic Calendar, calendar of deadlines and commencement information.
This site also has a link to university forms that you may need to access:
https://www.pdx.edu/ogs/forms.

PSU Library
http://library.pdx.edu
The PSU library is open 7 days a week and provides access to collections on-site and electronically, as well as computer labs and a wealth of additional services.

PSU's Online Learning Management System - Desire2Learn
https://d2l.pdx.edu/
Use the PSU Faculty, Staff & Students link to log in and access any courses you have that use this system.
Success in the BTP Program

You have been selected to be a student in the Bilingual Teacher Pathway Program by your school district and BTP program coordinator because we believe that you will succeed in the profession of education. Your school district has chosen you in the spirit of a "grow your own" concept and because they value your contribution now and potential future contributions. Being a professional educator means more than just academic success and includes developing such areas as communication, reflection, and professionalism. Below are some recommendations for ways to assist you in developing as a professional educator.

Take Responsibility for Your Learning
The focus of the BTP Program is training teachers in the effective delivery of services to culturally and linguistically diverse students. As such, instructors for BTP core classes can be expected to integrate multicultural issues in the courses they teach. However, faculty whose expertise or main focus is not multicultural education may teach some of your courses. It will be your responsibility to integrate multicultural perspectives by raising the issues in class discussion and including them in your written assignments.

If you have any concerns about a course or field experiences, meet with the faculty member or supervisor first to express your concerns. If, after more than one attempt, you remain unsatisfied contact the Program Coordinator to discuss the situation.

Efficient Communication
There are many times the BTP Program staff needs to reach you quickly. Your PSU email account will be the main way that staff and faculty will reach you. Please keep us supplied with your current information for the following:

- Phone number at home and at school
- PSU email account
- School Address
- Cell phone number
- Any change in employment

Professionalism
Throughout the program your academic progress and development as a professional is monitored and the information is shared with your school district. Alternatively, your behavior as a professional in your school district is shared with us. We expect your behavior in all settings to demonstrate professionalism. The following are ways in which we expect you to demonstrate your professionalism:

- come to class on time and prepared to be an active participant
- notify your instructor if you need to be absent and make arrangements to obtain the information you have missed from a colleague
- arrive at all classes, meetings and appointments at the scheduled times
- turn in assignments by the stated deadlines
- if you are unable to complete assignments for a course, you must discuss the possibility of obtaining an Incomplete with your professor prior to the end of the course and set a time schedule to complete work. In addition, a form must be completed prior to the end of the term. All work must be completed within one year or the course must be repeated.
- adhere to a professional code of ethics (e.g., confidentiality and dress code) and university regulations (e.g., plagiarism, false or fabricated documentation)
- handle your concerns or grievances through the appropriate channels and in the appropriate manner
- communicate clearly and positively with peers, faculty and staff

Dispositions – aligned with Conceptual Framework

<table>
<thead>
<tr>
<th>GSE Conceptual Framework</th>
<th>GSE Dispositions</th>
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</table>
| **1. Diversity & Inclusiveness:**
  1.1 to work in diverse settings
  1.2 to promote inclusive and therapeutic environments
| 1. Advocacy for Fairness and Respect
  a) Demonstrate the commitment to work for equity and fairness across race, class, ethnicity, language, sexual orientation, religion, and ability levels;
  b) Honor, value and demonstrate consideration and respect for diverse patterns and expectations of learning and communication; |
| **2. Research-Based Practices & Professional Standards**
  2.1. to critically analyze and implement research-based practices
  2.2. to demonstrate appropriate professional knowledge, skills, & dispositions
| 2. Professionalism
  a) Follow codes of professional ethical conduct; Maintain appropriate professional appearance and demeanor.
  b) Demonstrate honesty, trustworthiness, and maintain confidentiality.
  c) Demonstrates flexibility, a willingness to listen, accept and adapt to change, and a tolerance for ambiguity.
  d) Act independently and responsibly, demonstrating accountability, reliability, and sound judgment; Accept responsibility for own actions; Meet work and school schedule demands; Be dependable, conscientious and punctual; Model appropriate, positive, and respectful verbal and written communication.
  e) Demonstrate the ability to engage in discourse and work collaboratively with others in a manner that honors and respects all participants. |
| **3. Impacting Learning and Development**
  3.1 to ensure all learners and clients succeed
  3.2 to use technology to enhance learning
  3.3 to influence policy and provide leadership for organizations |
| 3. Commitment to Learning
  a) Demonstrate commitment to ongoing professional learning and demonstrate a belief that everyone can learn and construct knowledge;
  b) Demonstrate the dedication, energy, drive, determination to overcome obstacles and continually learn in every setting; Demonstrate initiative, motivation and commitment to become a professional educator. |
| **4. Evidence-Informed Decision Making**
  4.1. to use evidence to address problems of practice and make educational & therapeutic decisions |
| 4. Reflection
  a) Review, analyze and evaluate the outcomes of past decisions to make better decisions in the future;
  b) Demonstrate responsiveness to feedback. |
The Paper Trail
You should begin a BTP file immediately and be sure to keep copies of everything associated with your program beginning with your PSU and BTP applications. **Be sure to make a copy of everything for yourself** before submitting it to the program or university as things may be lost given the amount of students served on this campus.

School District Changes
Your participation in the BTP Program involves a partnership between yourself, the BTP Program and your school district. In order to be enrolled in the program, you must be employed in one of our school district partners or a district willing to be a partner. **If you cease your employment with your school district, you must immediately notify the BTP Office to ensure your continued participation in the program. Your participation in the BTP program may be jeopardized without employment or sponsorship from a school district partner.**
Financial Aid Opportunities

PSU Financial Aid Office: http://pdx.edu/finaid/

Graduate School of Education Scholarship Opportunities:
https://www.pdx.edu/education/gse-scholarships

TEACH Grant opportunity: https://www.pdx.edu/finaid/federal-teach-grant

FAFSA: https://fafsa.ed.gov/
Complete a FAFSA and have the application sent to PSU (PSU’s school code number is 003216.)
You can complete this online or complete and mail a paper application. Use only one application
per school year.

If you are a new student you can apply for aid before you have started the admissions process;
however, you must be admitted to receive aid. Additionally, once you complete a degree, if you
want to continue enrollment and continue receiving financial aid, you must be admitted to a new
degree or certificate program.

Eligible undergraduates can receive Pell Grant and Oregon Opportunity Grant. In addition,
Federal Stafford Loans are available to undergraduates, post-baccalaureates and graduate
students who enroll at least half time and whose applications are received in time to complete the
awarding process.

Satisfactory Academic Progress (SAP)
To remain eligible for financial aid, you must maintain Satisfactory Academic Progress
throughout your academic career at PSU. For more information, read the latest Satisfactory
Academic Progress policy at https://www.pdx.edu/finaid/SAP.
CRITERIA AND GUIDELINES FOR ASSIGNING AN INCOMPLETE ("I")
(PSU Bulletin 2016-17, pg. 31)

A student may be assigned an I grade by an instructor when all of the following four criteria apply:

1) Quality of work in the course up to that point must be C level or above.
2) Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3) Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.
4) A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade, which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.

An Incomplete grade becomes part of the permanent transcript after the deadline expires, unless a retroactive withdrawal is approved by a petition to the Graduate Council. To remove an Incomplete, an instructor must file a supplementary grade report within one year (i.e., by the end of Fall term 2005 for a course registered/or Fall term 2004). The instructor cannot extend the deadline beyond this date.

CONTRACT BETWEEN STUDENT AND INSTRUCTOR FOR GIVING AN INCOMPLETE

Due to student unforeseen circumstances, which are acceptable to the instructor, the student listed below will complete the following assignments by the deadline stated for turning in the work to the instructor for this course:______________________ CRN:___________________ term:_________200

<table>
<thead>
<tr>
<th>Assignment(s)</th>
<th>Deadline Date to Turn in to Instructor</th>
<th>Highest Grade That Will be Awarded</th>
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<tr>
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</table>

The work of this student to date is at "C" level or above, and I have agreed to the above contract.

______________________ (instructor's signature) ________________ (print instructor's name) ____________ (date)

I agree to complete the assignments above and turn them in to the instructor by the date indicated.

______________________ (student's signature) ________________ (print student's name) ____________ (date)

9/06/PSU/OGS Agreement for Inc Grade
Portland State University
Department of Curriculum and Instruction Bilingual
Teacher Pathway Program

Request For Leave of Absence

A student who must interrupt his/her plan of study must petition for a leave of absence with the department. The student may petition for a leave of absence for up to one year. A leave of absence is granted to only students in good standing and does not constitute a waiver of the time limit of the completion of the graduate degree program at Portland State University. In addition, a leave of absence may severely disrupt the student's program of study due to program structure and course offerings. In extenuating circumstances, a student may petition for a second leave of absence for up to one additional year. A student who must take a leave of absence beyond the allowed time must file for "Request to Withdraw" with the department. The student must re-apply for admission to the program and university.

Student's Name: ____________________________

School District: ____________________________

Phone Number: ____________________________

E-Mail: ____________________________

Requested Leave of Absence: From ____________ Returning ____________

Reason for Request:

By signing below, I understand possible disruptions to my program of study due to my absence from the program.

Student Signature: ____________________________

District Liaison Signature: ____________________________

Program Coordinator Signature: ____________________________

Department Chair Signature: ____________________________
PORTLAND STATE UNIVERSITY
Department of Curriculum and Instruction
Bilingual Teacher Pathway Program

Request to Withdraw From Program

Date ________

Name __________________________ ID ________________________

Phone # ______________________ Email ________________________

Admission Year _______ School District__________________________

• Students who request to withdraw from BTP will be formally exited from the program.
• Students may reapply to Portland State University and/or the BTP program in the future with the approval of the BTP School District Liaison.

Reasons for withdrawing:

I, the undersigned, understand that withdrawing from the Bilingual Teacher Pathway Program terminates my status as a student in the Department of Curriculum and Instruction, at Portland State University. I also verify that I have notified my School District Liaison in writing.

Signature __________________________ Date __________

BTP Program Coordinator ________________________________

School District Liaison ________________________________
Coursework
Portland State University  
Bilingual Teacher Pathway Program

Overview of Core Coursework and Field Experiences

The Bilingual Teacher Pathway program is undergoing revisions of the curriculum course content, course name, numbering, and prefixes during the 2017-2018 school year. The courses listed in the program plan below are offered during this school year - with italic course names and an * for courses undergoing revision. There are three categories of courses:

1) Pre-requisite Courses (taken prior to admission)
   - Mth 211 (4)
   - Mth 212 (4)
   - Mth 213 (4)
   - Lib 428 Children’s Literature (3)

2) BTP Core Courses & Field Experience – First & Second Year: 51 Credits
   Core courses offered on Wednesday evening. Field Experience is full time student teaching in an Elementary School Classroom

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>ITP 4/554 Professional Development &amp; Reflection</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ITP 4/510 Human Development &amp; Learning in Multicultural-Multilingual Communities*</td>
<td>4</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>ITP 4/555 Language &amp; Literacy Development for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITP 4/553 Planning, Assessment, &amp; Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>ITP 4/510 Elementary Mathematics Methods*</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITP 4/510 Culturally Responsive Learning Environments*</td>
<td>3</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>ITP 4/510 Technology &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITP 4/510 Elementary Integrated Methods</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>ITP 4/510 Elementary Science Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITP 4/552 Reflective Practitioner A</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>ITP 510 Inquiry into Lang. &amp; Culture in Educ. A</td>
<td>2</td>
</tr>
<tr>
<td>Winter 2019</td>
<td>ITP 4/510 Innovative Literacy in the Content Area</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ITP 4/552 Reflective Practitioner B</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ITP 510 Inquiry into Lang. &amp; Culture in Educ. B</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Student Teaching I</td>
<td>4</td>
</tr>
</tbody>
</table>
### Spring 2019

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITP 4/552 Reflective Practitioner C</td>
<td>1</td>
</tr>
<tr>
<td><em>ITP 510 Inquiry into Lang. &amp; Culture in Educ. C</em></td>
<td>1</td>
</tr>
<tr>
<td><em>Student Teaching II</em></td>
<td>9</td>
</tr>
</tbody>
</table>

### 3) ESOL Endorsement Courses offered on Monday Evenings: 22 Credits

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2017</td>
<td>ELP 4/565 ELL School &amp; Community Relations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELP 466/566 Impact of Language &amp; Culture in the Classroom – <strong>OPTION</strong> to take either in the Fall or Spring</td>
<td>3</td>
</tr>
<tr>
<td>Winter 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CI 4/596 Second Language Acquisition and Development for K-12 Educators</td>
<td>3</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>CI 443/543 Effective Teaching Strategies &amp; Materials</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELP 466/566 Impact of Language &amp; Culture in the Classroom – <strong>OPTION</strong> Fall or Spring</td>
<td></td>
</tr>
<tr>
<td>Summer 2018</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SPED 455/555 Working with LEP Children with Special Needs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>CI 4/597 Assessment of Language and Content for K-12 English Learners</td>
<td>2</td>
</tr>
<tr>
<td>Fall 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELP 467/567 ESL/Bilingual Program Design and Models</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELP 466/566 Impact of Language &amp; Culture in the Classroom – <strong>OPTION</strong> Fall (not in Spring during student teaching)</td>
<td></td>
</tr>
<tr>
<td>Spring 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>CI 509 ESOL Practicum (for ESOL endorsement)</td>
<td>3</td>
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</table>

### Timing:
The BTP Core Courses, ESOL Courses are scheduled on Monday and Wednesday evening during the school year. Summer Term is the exception – when BTP teacher candidates are required to take classes during the day while K-12 schools are not in session. **FIELD EXPERIENCE** Courses are scheduled full-time in the student teaching school site, under the supervision of a cooperating teacher and university supervisor, during Winter term (beginning mid-February) and Spring term (until the end of the School year – mid-June).

### Credits/Outcome:
The total credits for the 2-year program equals to 73 credits and concludes in either a Bachelors Degree in Liberal Studies or a Masters Degree in Education. Successful completion of courses, required exams, field experience, and an edTPA submission will allow the teacher candidate to be recommended for an Oregon Preliminary Teaching License and an ESOL endorsement. Depending on the teacher candidates’ successful passing of the ACTFL Exam, an additional “Bilingual” specialization (in a specific language) may be added to the preliminary license.
Professional Exams
Professional Exams.

1. Civil Rights: All Students

   You must pass the NES Civil Rights test prior to student teaching I.

<table>
<thead>
<tr>
<th>NES Civil Rights [<a href="http://www.orela.nesinc.com/">http://www.orela.nesinc.com/</a>]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting Students and Civil Rights in the Educational Environment</td>
</tr>
</tbody>
</table>

2. Subject Area Test: Early Childhood and Elementary

   You must pass the NES Elementary Education Subtest 1 & 2 test prior to student teaching II.

<table>
<thead>
<tr>
<th>NES Elementary Education Subtests I and II [<a href="http://www.orela.nesinc.com/">http://www.orela.nesinc.com/</a>]</th>
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<tbody>
<tr>
<td>Subtest I:</td>
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<tr>
<td>001</td>
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<tr>
<td>Subtest II:</td>
</tr>
</tbody>
</table>

3. ESOL Test: All Students

   You must pass the NES ESOL test before you apply for your license.
   We recommend you complete your ESL classes before attempting the test.

<table>
<thead>
<tr>
<th>NES English to Speakers of Other Languages [<a href="http://www.orela.nesinc.com">www.orela.nesinc.com</a>]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Specialization - Optional</td>
</tr>
<tr>
<td>To add the bilingual specialization in addition to the ESOL endorsement you need to demonstrate proficiency in a language other than English through the American Council on the Teaching of Foreign Languages (ACTFL). This is a fairly new requirement implemented by the Teachers Standards and Practices Commission (TSPC). Please check with TSPC to obtain up-to-date information about this requirement and passing levels.</td>
</tr>
</tbody>
</table>

   TSPC
   [https://www.oregon.gov.tspc] or [https://www.tspc.state.or.us]

   ACTFL
   [https://www.actfl.org/]

20