California State University, Northridge
Guidelines for Bilingual Authorization Program Exit Portfolio

Bilingual Authorization candidates are required to demonstrate their knowledge, skills, and abilities in teaching bilingual learners in the major domains of the California Bilingual Authorization Program Standards. At CSU Northridge, students' demonstration of these domains is through successful completion of Portfolio Tasks 1-4 and submitting items 5-8 below.

Please provide a cover page with the title 'Bilingual Authorization Program Exit Portfolio,' as well as your full name, your credential area, CSUN student ID number, email address, and date. The cover page is then to be followed by your responses to the four tasks and four items below. Please place the commentary before the lesson plan.

1. Create or select from the work you submitted in EED 525, SED 525BL, or CHS 430, CHS 431, SED 516 K, or ARMN 440, one- or two-day bilingual lesson plan reflective of California content standards in your content area. You must use internet resources and instructional technology for this lesson plan. For this lesson, write a 2-3 page (double-spaced) commentary that addresses the following:
    A. Describe the school/class/students and instructional context (unit/curriculum) of the lesson.
    B. Describe a key strategy or approach in the lesson and explain why it is an effective choice for these bilingual students.
    C. Describe a key aspect or aspects of students' first language use or language structure addressed in the lesson.
    D. Explain thoroughly how the lesson demonstrates your knowledge of first and second language development and content development.

2. Include one or two bilingual student work samples you submitted in EED 525, SED 525BL, or CHS 430, CHS 431, SED 516 K, or ARMN 440, and write a 2-3 page (double-spaced) commentary that addresses the following:
    A. Describe the class, students, and instructional context (unit, curriculum) of the lesson.
    B. Describe a key aspect or aspects of students' first language use or structure addressed in the lesson.
    C. Explain thoroughly how the work sample(s) demonstrate bilingual students' first language and English use and content development.

3. Include (or create) a lesson plan about your target culture (multicultural lesson plan) you submitted in EED 525, SED 525BL, CHS 430, CHS 431, ARMN 440, or SED516K. You must use internet resources and instructional technology for this lesson plan. And write a 2-3 page (double-spaced) commentary that addresses the following:
    A. Describe the class, students, and instructional context (unit, curriculum) of the lesson.

B. Explain why the lesson is appropriate for students to develop their knowledge of their heritage culture.
 C. Describe thoroughly how the lesson demonstrates your knowledge of the target culture (or language).

4. Create or select from the work you created for EED 525, SED 525BL, CHS 430, CHS 431, SED 516K, or ARMN 440, a formal or an informal assessment intended for bilingual learners. Write a 2-3 page (double-spaced) commentary that addresses the following:
   A. Describe the school/class/students and instructional context (unit, curriculum) for this assessment.
   B. Describe the assessment, explain its purpose, and tell why it is an appropriate assessment for the bilingual students identified.
   C. Describe a key aspect or aspects of language use (L1) or structure addressed in the assessment.
   D. Explain thoroughly how you will score the assessment, and provide examples of the types of feedback you would give to students.
   E. Explain the information the assessment will provide you about student learning. In what ways will the assessment outcomes influence future teaching decisions?

5. A copy of your passing score of CSET LOTE II (Armenian) or III (Korean or Spanish)

6. Verification of Field Work:
a) Student teaching evaluation in a bilingual setting (pre-credential student) or
b) 20 hours of field work in providing individual or small group instruction to English learners of Armenian, Hispanic, or Korean background using bilingual skills (post-credential student).

7. Completion of Bilingual Program Survey.

8. Unofficial Transcript (to show the completion of your credential & bilingual authorization coursework)

Deadlines for Submitting Exit Portfolio
Candidates submit their completed Bilingual Authorization Program Exit Portfolio for the fall semester by the second Friday of December or for the spring semester by the second Friday of May. Bilingual Authorization Exit Portfolios are to submitted via email to Dr. Mónica G. García, Director of Bilingual Education and CTEL/CLAD Programs, monica.g.garcia@csun.edu.