
2G

Information

Professional Services Committee

Proposed Precondition for Bilingual Authorization Programs Offered Through an Intern Program Delivery Model

Executive Summary: This agenda item presents a proposed Precondition for Bilingual Authorization programs being offered through a Multiple or Single Subject, or Education Specialist intern program delivery model for the Commission's review.

Recommended Action: For information only

Presenter: Paula Jacobs, Consultant, and Teri Clark, Administrator, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

January 2010

Proposed Precondition for Bilingual Authorization Programs Offered Through an Intern Program Delivery Model

Introduction

This agenda item proposes an additional precondition for Bilingual Authorization programs offered through an intern program delivery model.

Background:

Currently Bilingual Emphasis programs may be offered through an Intern Delivery model. The current standards for Bilingual Emphasis programs address the requirement that interns be assessed for language proficiency prior to becoming the teacher of record.

The Bilingual Authorization Program Standards were adopted by the Commission in January 2008. The adopted standards were not implemented initially because the Education Code restricted Bilingual Emphasis programs to be offered concurrently with initial teacher preparation and there was pending legislation to allow either a concurrent or subsequent model. A modification of the Education Code based on passage of AB 1871 (Chap. 660, Stats. 2008) allows program sponsors to offer a Bilingual Authorization program concurrent to or after completion of either a general or special education teacher preparation program.

As Commission staff was finalizing an official correspondence to the field related to Assembly Bill 1871 (Chap 660, Stats. 2008) it became clear that the requirement that interns in bilingual assignments must be assessed for language proficiency at the beginning of the program was not addressed in the Commission's Bilingual Authorization Program Standards or Preconditions.

The proposed Precondition addresses the language proficiency requirement for candidates completing the bilingual authorization through an intern program. The item also provides information on the development of the proposed language.

Proposed Precondition Language

The proposed wording of one additional precondition was developed by staff in conjunction with the Bilingual Design Team, faculty members from institutions currently offering approved Bilingual emphasis programs, and the California Association of Bilingual Teacher Educators (CABTE).

There are currently two preconditions for all bilingual authorization programs in addition to the Commission's ten General Preconditions. The current two preconditions are as follows:

- 1) Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential

simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subject or Education Specialist teaching credentials or the equivalent.

- 2) The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include an SB 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. *The Certificate of Completion of Staff Development (CCSD)* [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] *is not equivalent to a CLAD authorization.*

In order to ensure the language preparedness of individuals working in bilingual settings as interns, a third precondition specific to programs offered through an intern delivery model is now being proposed, as follows:

Proposed Precondition 3:

Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by *Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence* prior to entering the intern program.

If this proposed Precondition is adopted by the Commission, all individuals who are recommended for an intern teaching credential with a Bilingual Authorization will be assessed and must meet the required level of language proficiency in listening, speaking, reading and writing in the language for which the Bilingual Authorization is being sought prior to being recommended for the intern credential. This is consistent with Education Code §§ 44328(d) and 44325(c)(4) and with prior practices for the Bilingual Emphasis programs.

Next Steps

In accordance with the Commission's process, staff shared the proposed Precondition with the Bilingual Design Team appointed by the Commission to develop the Standards which were approved in January 2008, bilingual program contacts who were at the Commission reviewing prospective Bilingual Authorization programs, and the CABTE leadership. Staff plans to present the final proposed wording to the Commission at the March 2010 meeting for consideration and possible adoption.