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# 2A

## Action

### *Professional Services Committee*

#### **Adoption of Proposed Precondition for Bilingual Authorization Programs Offered Through an Intern Program Delivery Model**

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**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:** That the Commission adopt the proposed precondition.

**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

March 2010



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## **Introduction**

This agenda item proposes an additional precondition for Bilingual Authorization programs offered through an intern program delivery model. The Precondition was initially presented as an information item at the January 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2G.pdf>).

As stated in the January agenda item, the program standards for Bilingual Authorization programs were approved at the January 2008 Commission meeting, however, they were not implemented initially due to pending legislation, AB 1871 (Chap. 660, Stats. 2008). The passage of this legislation modified the Education Code allowing program sponsors to offer a Bilingual Authorization program concurrent with or after completion of either a general or special education teacher preparation program.

## **Background**

Preconditions are compliance requirements that must be met in order for an accrediting association or licensing agency to consider accrediting an institution, its programs or its schools. Preconditions determine a program sponsor's eligibility for accreditation. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Previously, the Commission has adopted General Preconditions that apply to all credential programs.

The new Bilingual Authorization teacher preparation programs may be offered through student teaching-based or intern delivery models or for individuals who have already earned a preliminary or clear teaching credential.

There are currently two preconditions for all Bilingual Authorization programs submitted based on the 2008 Bilingual Authorization program standards 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 a 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.*

### **Proposed Precondition**

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 was presented to the Commission at its January 2010 meeting:

#### 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 a Bilingual intern teaching credential 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.

### **Staff Recommendation**

Staff recommends Commission adoption of the proposed precondition for Bilingual Authorization Programs offered through an Intern Delivery Model as presented in this agenda item.