

COMMISSION FOR TEACHER PREPARATION AND LICENSING

1020 O STREET
SACRAMENTO 95814

June 12, 1981

80-8132

TO: Commission Approved Assessor Agencies

FROM: John Brown, Executive Secretary

SUBJECT: Revisions of Assessment Procedures Leading to
The Bilingual Certificate of Competence As
Mandated By the Bilingual Statutes of 1980 (AB 507)

As you know, the Bilingual Statutes of 1980 mandates that the assessment leading to the Bilingual Certificate of Competence be revised so that candidates for the Certificate demonstrate knowledge of modern English, principals of linguistics, and second language acquisition techniques. In order to comply with this mandated addition to the assessment process, the Commission convened a panel of educators in March, 1981, to make recommendations on how the additional competencies were to be assessed. The purpose of this memo is to inform you that on June 5, 1981, the Commission approved the revisions in the guidelines recommended by the panel, and therefore, they are now being forwarded to you for implementation on all assessments to be made after October 1, 1981.

Shown below for your convenience is a list of the additions which have been made in the assessment process, and the pages in which these additions are to be found:

References to the assessment for English and Language proficiency are to be found on:

Page 2, under Panel Interview Requirements and Options.
Page 3, under Training of Panel Members, and under Guidelines for conducting interviews required under Language Curriculum Competencies.

References to the candidates' ability to write and speak English are to be found on:

Pages 10 and 11, under English Language Curriculum Competencies.

Reference to the competency statement which will assess the candidates' knowledge of linguistics and second language acquisition is to be found on page 12.

June 12, 1981

Should you have any questions on the revised guidelines, please feel free to call Dr. Gustavo Getner at (916) 445-6772 for further information.

Enclosures

COMMISSION FOR TEACHER PREPARATION AND LICENSING

REVISED GUIDELINES FOR IMPLEMENTATION OF THE CERTIFICATE OF COMPETENCE
AND ASSESSMENT AS MANDATED IN CHAPTER 984 OF THE STATUTES OF 1976

April 11, 1980
June 12, 1981

A. Certificate of Competence

A certificate of competence will be issued to an applicant who submits an application and fee, and is recommended by an approved assessor agency which certifies that the applicant has met all the following requirements:

1. Possession of a valid California teaching credential based upon a baccalaureate degree and student teaching.
2. Verification of ability to read, write and communicate orally in the target language through an approved assessment process.
3. Verification of knowledge of the culture of the target population through an approved assessment process.
4. Verification of the ability to teach the basic teaching authorization in English and a language other than English.

B. Approved Assessor Agency

The Commission will review assessment plans submitted by assessor agencies and will reserve the right to approve; to not approve; or to solicit additional information or clarification relating to those plans. The Commission will also reserve the right to monitor the implementation of those plans and to withdraw approval whenever evidence indicates that the plan is not being implemented as proposed.

An approved assessor agency is a college or university with a Commission-approved program for bilingual teacher training; a school district with an established state or federal bilingual education program and at least 30,000 average daily attendance (ADA); or a county superintendent of schools who has full-time bilingual professional personnel responsible for servicing specific bilingual education programs.

Districts and county offices not eligible to act as assessment agents may petition the Commission on the basis of hardship describing an assessment procedure which may or may not be involved with collaboration with other districts or institutions of higher education. That petition must be consistent with Commission guidelines.

C. Assessment Plan Requirements

Each assessment plan submitted to the Commission by a potential assessor agency shall include but not be limited to all of the following components:

1. A description of both the assessment process (es) and any instruments used in the process including passing standards.
2. Documentation of how the processes, instruments, and standards assess the language, culture, and methodological competencies established by the Commission.
3. Provision for supplying each unsuccessful candidate with a diagnostic report which will identify clearly areas of weakness or deficiency.
4. A description of the length of time proposed for each individual assessment and the frequency of administration proposed.
5. Provisions for supplying the Commission with information about both successful and unsuccessful candidates after each assessment period.
6. A description of the process for informing candidates of the procedure for appeal.
7. A statement of the maximum charge to any candidate for any one language and culture assessment and the rationale for this charge.
8. A description of provisions for assessing candidates who are not employed by the assessor agency.
9. A description of alternate instruments used in re-assessing unsuccessful candidates.
10. A description of scoring criteria used in assessing competencies other than language and culture.
11. Panel Interview Requirements and Options:

A. Panel Assessment Options:

In order to provide flexibility and to be responsive to the varying capabilities and needs of all agencies and teachers, agencies may use either one of the following options in establishing the panels used to determine oral English and Target language proficiency. Assessment records kept by agencies shall indicate which panel was used in the assessment of each candidate.

(1) Option one:

The examining panel shall consist of two regularly credentialed classroom teachers (K-12) who are bilingual/biliterate and who have had experience in public school bilingual education,

preferably holding a regular bilingual/cross-cultural credential; one bilingual/biliterate person from the lay target community; two bilingual/biliterate faculty members who are currently teaching in ethnic study classes in the target culture, or in language classes in the target language, or in bilingual education classes at institutes of higher education and who are not regularly employed by the school district or county superintendent for which the assessment is being conducted.

Successful passage of this assessment will be determined by a majority of the ratings of the panel members based on criteria established by the Commission.

(2) Option two:

The examining panel shall consist of one bilingual/biliterate credentialed classroom teacher; one full-time higher education faculty member who is bilingual/biliterate/bicultural; and one community lay person who is bilingual/bicultural. Successful passage of this assessment will be determined by unanimous vote of the panel based on the criteria established by the Commission.

B. Training of Panel Members:

1. All panel members assessing English and Target language proficiency shall be trained in interview techniques and procedures prior to the assessing of candidates.
2. Agencies shall maintain in their records a description of the selection criteria and process used in establishing each and every interview panel.

C. Guidelines for conducting interviews required under Language Curriculum Competencies:

The following guidelines are to be followed during the interviewing of candidates by panels assessing for English and Target language proficiency:

1. All target language panel interviews will be a minimum of 15 minutes.
2. An agency using the panel to determine other than language proficiency (i.e. knowledge of culture and methodology) shall include in their original plan or as an addendum to the original plan a description of the areas to be assessed and the scoring criteria that will be used.
3. All panel interviews to determine English proficiency shall be a minimum of 5 minutes in duration unless additional time is needed to determine the language fluency of the candidate.

The interview portion of the assessment shall be audio-taped and all tape records shall be kept intact unless release is authorized by the Commission.

D. Guidelines Regulating Assessment For Languages Other Than Spanish

1. Whenever a written assessment instrument for a language other than Spanish is not available, a panel may be used by assessor agencies to assess a candidate's knowledge of the target language, culture and methodological competencies established by the Commission.
2. Whenever individuals with the qualifications called for in the Commission guidelines are not available to serve on panels assessing a candidate's oral proficiency in a language other than Spanish, the assessor agency may use individuals who do not meet the Commission guidelines, but who otherwise are orally proficient in English and the target language.
3. Agencies planning to avail themselves of the above provisions, shall apply to the Commission and receive Commission approval prior to administering these assessments. They will specify the language involved, the efforts made at obtaining a written language instrument, a description of the types of people to be used on the panel, and the number of teachers to be assessed.

E. Appeal Provisions

The assessor agency shall inform unsuccessful candidates of their right to appeal to the Commission and shall make available to the Commission the audio-tape record of the original interview and written portions of the assessment and the diagnostic report identifying areas of weakness in the language and culture competencies.

- F. The following 1-5 scoring criteria (or equivalent percentages) shall be followed by all agencies in assessing each of the language, culture, and methodology competencies. Criterion number three is considered the minimum score for successfully passing each competency.

The development of these scoring criteria was recommended by IHE and LEA delegates to a Commission-sponsored Bilingual Education Workshop held on June 5-6, 1978. As a result of this recommendation, a committee of LEA and IHE representatives was convened on August 9-10, 1978, to develop scoring criteria for each of the language, culture, and methodology competencies being assessed. The criteria established by this committee, shown below, was approved and adopted by the Commission on September 2, 1978.

TARGET CULTURE CURRICULUM COMPETENCIES

The teacher shall have knowledge of:

A. THE LIFE STYLE OF THE TARGET POPULATION.

Scoring Criteria

1. The candidate demonstrates limited knowledge of terms.
2. The candidate demonstrates basic knowledge of terms with some application.
3. The candidate expands on the differences and similarities between the life style of the target population and American society; e.g., family and community structures, values.
4. The candidate demonstrates advanced knowledge of the life style of the target population; e.g., identifies music, art, literature.
5. The candidate demonstrates superior knowledge of the life style of the target population: e. g., can cite and apply research findings.

B. THE HISTORICAL ROLE AND CONTRIBUTIONS OF THE TARGET POPULATION TO AMERICAN SOCIETY.

Scoring Criteria

1. The candidate demonstrates limited knowledge of the historical role and contributions of the target population to American society.
2. The candidate demonstrates basic knowledge of the historical role and contributions of the target population to American society.
3. The candidate expands on his/her knowledge of the historical role and contributions of the target population to American society; e.g., findings, personalities, specific contributions.
4. The candidate demonstrates advanced knowledge of the historical role and contributions of the target population to American society; e.g., identifies social, political, and economic developments.
5. The candidate demonstrates superior knowledge of the historical role and contributions of the target population; e.g., cites and applies findings of research.

C. THE SOCIAL CLASS STRUCTURE WITHIN THE COMMUNITIES OF THE TARGET POPULATION.

Scoring Criteria

1. The candidate demonstrates limited knowledge of the social class structure within the communities of the target population.
2. The candidate demonstrates basic knowledge of the social class structure within the communities of the target population.
3. The candidate expands on his/her knowledge of the social class structure within the communities of the target population; e.g., social, religious values of family and community groups.
4. The candidate demonstrates advanced knowledge of the social class structure within the communities of the target population; e.g., identifies dynamics of changes in society.
5. The candidate demonstrates superior knowledge of the social class structure within the communities of the target population; e.g., cites and applies research findings.

D. THE RELATIONSHIP BETWEEN LEARNING AND THE CULTURAL BACKGROUND OF THE TARGET POPULATION.

Scoring Criteria

1. The candidate demonstrates limited knowledge of the relationship between learning and the cultural background of the target population.
2. The candidate demonstrates basic knowledge of the relationship between learning and the cultural background of the target population.
3. The candidate demonstrates ability to expand on his/her knowledge of the relationship between learning and the cultural background of the target population; e.g., identifies influences such as family, religion, peer groups.
4. The candidate demonstrates advanced knowledge of the relationship between learning and the cultural background of the target population; e.g., adapts instructional strategies to cultural background.
5. The candidate demonstrates superior knowledge of the relationship between learning and the cultural background of the target population; e.g., cites and applies research findings.

E. COMMUNITY GROUPS, INSTITUTIONS, SOCIAL AND POLITICAL STRUCTURES WITHIN THE COMMUNITY OF THE TARGET POPULATION.

Scoring Criteria

1. The candidate demonstrates limited knowledge of community groups, institutions, and social and political structures within the community of the target population.
2. The candidate demonstrates basic knowledge of community groups, institutions, and social and political structures within the community of the target population.
3. The candidate expands on his/her knowledge of community groups, institutions, and social and political structures within the community of the target population; e.g., identifies roles and functions.
4. The candidate demonstrates advanced knowledge of community groups, institutions, and social and political structures within the community of the target population; e.g., institutions and groups as change agents.
5. The candidate demonstrates superior knowledge of community groups, institutions, and social and political structures within the community of the target population; e.g., cites and applies research findings.

F. THE DYNAMICS OF CULTURE CONFLICT EXPERIENCED BY THE COMMUNITY OF THE TARGET POPULATION.

Scoring Criteria

1. The candidate demonstrates limited knowledge of the dynamics of culture conflict experienced by the community of the target population.
2. The candidate demonstrates basic knowledge of the dynamics of culture conflict experienced by the community of the target population.
3. The candidate expands on his knowledge of the dynamics of culture conflict experienced by the community of the target population; e.g., familiarity with factors, conditions, cause and effect.
4. The candidate demonstrates advanced knowledge of the dynamics of culture conflict experienced by the community of the target population; e.g., identifies causes of alienation, estrangement, solutions.

5. The candidate demonstrates superior knowledge of the dynamics of culture conflict experienced by the community of the target population; e.g., cites and applies research findings.

TARGET LANGUAGE CURRICULUM COMPETENCIES

The teacher shall have the following abilities in the target language:

A. UNDERSTANDING OF THE LANGUAGE AS USED IN PERSONAL COMMUNICATION AND IN THE PUBLIC MEDIA.

Scoring Criteria

1. The candidate demonstrates limited understanding of the language as used in personal communication and in the public media.
2. The candidate demonstrates minimal understanding of the language as used in personal communication and in the public media.
3. The candidate demonstrates functional use of the language as used in personal communication and in the public media; e.g., understands all that is said, understands radio and TV broadcasts.
4. The candidate demonstrates advanced knowledge of the language as used in personal communication and in the public media; e.g., understands educational and colloquial speech.
5. The candidate demonstrates native ability in understanding the language as used in personal communication and in the public media.

B. ABILITY TO USE THE LANGUAGE IN SPONTANEOUS CONVERSATION IN A VARIETY OF SITUATIONS.

Scoring Criteria

1. The candidate demonstrates limited ability to use the language in spontaneous conversation in a variety of situations; e.g., uses only set expressions.
2. The candidate demonstrates minimal ability to use the language in spontaneous conversation in a variety of situations; e.g., conversing in a limited social context.
3. The candidate demonstrates functional ability to use the language in spontaneous conversation in a variety of situations; e.g., relatively few or minor grammatical errors, has command of vocabulary.
4. The candidate demonstrates advanced ability to use the language in spontaneous conversation in a variety of situations; e.g., uses language fluently and accurately at all levels.

5. The candidate demonstrates native ability to use the language in spontaneous conversation in a variety of situations; e.g., equal to educated native speakers.

C. ABILITY TO READ AND COMPREHEND TEXTS APPROPRIATE TO THE AUTHORIZATION.

Scoring Criteria

1. Candidate demonstrates limited ability to read and comprehend texts appropriate to the authorization.
2. Candidate demonstrates minimal ability to read and comprehend texts appropriate to the authorization.
3. The candidate demonstrates functional ability to read and comprehend texts appropriate to the authorization.
4. The candidate demonstrates advanced ability to read and comprehend texts appropriate to the authorization; e.g., reads and understands technical educational material.
5. The candidate demonstrates native ability to read and comprehend texts appropriate to the authorization; e.g., reads, understands, interprets all printed material at the level of an educated native speaker.

D. ABILITY TO WRITE EFFECTIVELY IN A VARIETY OF CONTEXTS.

Scoring Criteria

1. The candidate demonstrates limited ability to write effectively in a variety of contexts.
2. The candidate demonstrates minimal ability to write effectively in a variety of contexts.
3. The candidate demonstrates functional ability to write effectively in a variety of contexts; e.g., minimum of spelling and grammatical errors.
4. The candidate demonstrates advanced ability to write effectively in a variety of contexts; e.g. writes educational and technical material appropriate to the authorization.
5. The candidate demonstrates native ability to write effectively in a variety of contexts; e.g., writes technical and educational material at level of educated native speaker.

E. AN APPRECIATION OF THE DISTINCTIVE SPEAKING STYLES OF PUPILS AND THE ABILITY TO GUIDE THEM IN THE USE OF STANDARD LANGUAGE.

Scoring Criteria

1. The candidate demonstrates limited awareness of the distinctive speaking of styles of pupils and minimal ability to guide them in the use of standard language.
2. The candidate demonstrates minimal awareness of the distinctive speaking style of pupils and minimal ability to guide them in the use of standard language.
3. The candidate can describe distinctive speaking styles and is able to utilize in an instructional program.
4. The candidate can describe phonological and linguistic differences and interferences found in speaking styles.
5. The candidate can cite and apply research findings.

F. SENSITIVITY TO THE DISTINCTIVE STYLES OF NON-VERBAL COMMUNICATION THAT PUPILS BRING TO THE CLASSROOM.

Scoring Criteria

1. The candidate demonstrates limited sensitivity to the distinctive style of non-verbal communication that the pupils bring to the classroom.
2. The candidate demonstrates minimal sensitivity to the distinctive style of non-verbal communication that the pupils bring to the classroom.
3. The candidate demonstrates functional knowledge of the distinctive style of non-verbal communication that the pupils bring to the classroom; e.g., hand gestures, body movement, eye contact.
4. The candidate can adopt non-verbal communication techniques to classroom use.
5. The candidate can cite and apply research findings related to non-verbal communication.

ENGLISH LANGUAGE CURRICULUM COMPETENCIES

The following competencies were developed by a committee of educators established by the Commission in March, 1980 to revise the Bilingual Certificate of Competence as mandated by the Bilingual Statutes of 1980 (AB 507).

The teacher shall demonstrate:

- A. THE ABILITY TO UNDERSTAND AND SPEAK ENGLISH WITH COMMUNICATIVE COMPETENCE.
(May be assessed during the Oral English Proficiency interview)

Scoring Criteria

1. The candidate speaks English with a foreign or distracting accent which impedes communication, uses inappropriate vocabulary, has little or

no control of the structures of the language or idiomatic expressions. Speech is unintelligible. Responses indicate little understanding of the language.

2. The candidate speaks English with a foreign or distracting accent which impedes communication. Speech is extremely difficult to understand; vocabulary is weak, grammar incorrect, the candidate demonstrates poor control of idiomatic expression, and shows limited understanding of the language.
 3. The candidate speaks English with good communicative competence: good fluency, generally appropriate vocabulary, few grammatical errors, controlled use of idiomatic expressions. The candidate understands the language well.
 4. The candidate speaks English with native fluency, appropriate vocabulary, correct grammar, and fine usage of idiomatic expressions, understands English with native facility.
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5. The candidate speaks and understands English, as indicated in #4 above, and in addition, uses the language with great diversity, on several levels, including elegant, precise, creative and professional speech.

B. THE ABILITY TO WRITE ENGLISH EFFECTIVELY IN A VARIETY OF CONTEXTS.

1. The candidate demonstrates limited ability to write effectively in a variety of contexts.
2. The candidate demonstrates minimal ability to write effectively in a variety of contexts.
3. The candidate demonstrates advanced ability to write effectively in a variety of contexts; e.g., minimum of spelling and grammatical errors.
4. The candidate demonstrates advanced ability to write effectively in a variety of contexts; e.g., writes educational and technical material appropriate to the authorization.
5. The candidate demonstrates native ability to write effectively in a variety of contexts; e.g., writes technical and educational material at level of educated native speaker.

VERIFICATION OF ABILITY TO TEACH THE BASIC TEACHING AUTHORIZATION
IN ENGLISH AND THE TARGET LANGUAGE

The teacher shall demonstrate the following competencies:

A. ABILITY TO TEACH THE BASIC TEACHING AUTHORIZATION IN BOTH LANGUAGES.

Scoring Criteria

1. The candidate demonstrates limited ability to teach the basic teaching

authorization in both languages.

2. The candidate demonstrates minimal ability to teach the basic teaching authorization in both languages.
 3. The candidate demonstrates functional ability to teach the basic teaching authorization in both languages; e.g., knows basics of bilingual teaching methodology.
 4. The candidate demonstrates advanced ability to teach the basic authorization in both languages; e.g., can describe and apply an acceptable bilingual educational mode.
 5. The candidate demonstrates superior ability to teach the basic authorization in both languages; e.g., exceptional knowledge of bilingual teaching strategies and resources.
- B. A GENERAL KNOWLEDGE OF SECOND LANGUAGE LEARNING, INCLUDING CURRENT THEORIES AND PROCESSES OF SECOND LANGUAGE ACQUISITION, LANGUAGE TRANSFER AND INTERFERENCE PATTERNS, AND METHODS AND TECHNIQUES FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES.

The above competency was revised by a committee of educators established by the Commission in March, 1980, as mandated by the Bilingual Statutes of 1980 (AB 507).

SCORING CRITERIA

1. The candidate demonstrates limited knowledge of current theories and processes, language transfer and interference pattern, and methods for teaching ESL.
2. The candidate demonstrates minimal knowledge of current theories and processes, language transfer and interference patterns, and methods for teaching ESL.
3. The candidate demonstrates functional knowledge of current theories and processes; e.g., learning vs. acquiring language, interlanguage, fossilization, language transfer and interference patterns and teaching implications, and methods for teaching ESL (e.g., in listening, speaking, reading and writing).
4. The candidate demonstrates advanced knowledge of current theories and processes, language transfer and interference patterns, methods and techniques for teaching ESL, as indicated in #3 above, and in addition, is aware of socio-cultural and individual variables in language acquisition and is familiar with existing materials for teaching ESL.
5. The candidate demonstrates superior knowledge of current theories and processes, language transfer and interference patterns, methods and techniques for teaching ESL, as indicated in #4 above, and in addition, can cite and apply research findings.