

COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE SECRETARY

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TO: All Deans and Directors of Schools and Departments of Education; Coordinators of Language Development Specialist, Bilingual Emphasis and Bilingual Crosscultural Specialist Credential Programs

FROM:  Philip A. Fitch, Ed.D., Executive Secretary

SUBJECT: New Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Preparation for Multiple and Single Subject Teaching Credentials with a (Bilingual) Crosscultural, Language, and Academic Development Emphasis (CLAD/BCLAD)

On February 6, 1992, The Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs of Professional Preparation for Multiple and Single Subject Teaching Credentials with a (Bilingual) Crosscultural, Language, and Academic Development Emphasis (CLAD/BCLAD). A copy of the adopted standards is attached.

These new standards represent the development of the first stage of the design of a new credential structure for the preparation and credentialing of teachers for limited-English-proficient students. This design is explained in detail in the enclosed Overview of the Design for the Preparation and Credentialing of Teachers for Limited-English Proficient Students. The design and standards were developed over a three year period by the Commission Bilingual Crosscultural Advisory Panel, which is composed of eighteen professionals from local school districts, county offices of education, and institutions of higher education. The panel examined pertinent research and consulted with experts in the field.

An initial draft of the CLAD/BCLAD Standards and the design were disseminated to all relevant constituencies for field review during the Fall of 1991. The advisory panel reviewed and considered all responses when making final revisions to the standards.

The CLAD/BCLAD Standards represent a major change in the preparation and credentialing of teachers for limited-English-proficient students. The standards represent a recognition by the Commission of the urgent need to provide appropriate preparation for a greater number of teachers to serve the needs of limited-English-proficient students. The Commission believes that

these standards will stimulate the development of an increased number of professional programs of teacher preparation in this critical area of teacher shortage.

The Standards of Quality and Effectiveness for Developing and Evaluating Credential Programs for Multiple and Single Subject Credentials with a (Bilingual) Crosscultural, Language and Academic Development Emphasis became effective upon adoption by the Commission. The following timeline for phasing in the new credential and replacing the existing programs for the Multiple and Single Subjects Credential with a Bilingual Crosscultural Emphasis was adopted by the Commission.

- Institutions may immediately begin to transition to the new (B)CLAD Standards and submit program documents to the Commission for preliminary approval.
- No new students shall be admitted into existing Multiple and Single Subject Programs with a Bilingual Crosscultural Emphasis after June 30, 1993.
- No Multiple or Single Subject Credentials with a Bilingual Crosscultural Emphasis shall be issued after December 31, 1995.

Institutions should make a special note of the Commission decision to retain, as an interim measure, the current language proficiency requirement for the Bilingual Emphasis Credential (Level 3 on the former Foreign Institute Scale) while the Commission's language examination and passing standards are being developed for the BCLAD Emphasis Credential.

The Commission will disseminate a brief questionnaire in the near future to solicit reaction to a proposal to require all candidates for the BCLAD Credential to pass the Commission's new examination for language proficiency, once it has been adopted for use in 1993.

The Commission also intends to conduct a series of regional workshops during the spring and fall of 1992 to assist institutions in the implementation of the CLAD/BCLAD standards. You will receive the dates and locations of these workshops in the near future.

If you have any questions or need further information or assistance for implementation of these new standards, please contact Priscilla H. Walton, Programs Consultant at (916) 324-2450.