

COMMISSION ON TEACHER CREDENTIALING

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OFFICE OF THE EXECUTIVE DIRECTOR

93-9326

DATE: November 18, 1993

TO: All Individuals and Groups Interested in the Activities of the
Commission on Teacher Credentialing

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

SUBJECT: Proposed Addition of Sections 80015 Through 80015.3 Pertaining
to Crosscultural, Language And Academic Development (CLAD)
Certificates and Bilingual, Crosscultural, Language And Academic
Development (BCLAD) Certificates, and Proposed Addition of
Section 80015.4 Pertaining to Multiple and Single Subject
Credentials with a Bilingual, Crosscultural, Language And
Academic Development (BCLAD) Emphasis

Notice of Public Hearing is Hereby Given:

The Commission on Teacher Credentialing proposes to adopt new Title 5 regulations pertaining to CLAD/BCLAD Certificates, which will authorize instructional services to limited-English-proficient (LEP) students, and the exchange of Bilingual Crosscultural Emphasis Credentials for BCLAD Emphasis Credentials. In accordance with Commission policy, the proposed Title 5 regulations are being distributed prior to the public hearing. The public hearing is scheduled on:

January 6, 1994
1:30 p.m.
Hilton Hotel
2200 Harvard Street
Sacramento, CA

Statement of Reasons

Attached are the Initial Statement of Reasons and the text of the proposed Title 5 regulations. The Initial Statement of Reasons fully describes the new CLAD/BCLAD system for the preparation and credentialing of teachers for LEP students and provides a complete description of and rationale for the proposed new regulations.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments on the proposed actions. The written comment period closes at 5:00 p.m. on January 5, 1994.

Any written comments received 14 days prior to the public hearing will be reproduced by the Commission's staff for each Commissioner as a courtesy to the person submitting the comments and will be included in the written agenda prepared for and presented to the full Commission at the hearing.

Submission of Written Comments

A response form is attached for your use when submitting written comments to the Commission. Please send it so it is received at least one day prior to the date of the public hearing. Comments should be sent to the following address:

Philip A. Fitch
Executive Director
Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000

Comments may be submitted by facsimile at (916) 327-3166.

Public Hearing

Oral comments on the proposed action will be taken at the public hearing. We would appreciate 14 days advance notice in order to schedule sufficient time on the agenda. Please contact Dr. Philip A. Fitch at (916) 445-0184 regarding this.

Any person wishing to submit written comments at the public hearing may do so. It is requested, but not required, that persons submitting such comments provide twenty-five copies. All written statements submitted at the hearing will, however, be given full consideration regardless of the number of copies submitted.

Modification of Proposed Actions

If the Commission proposes to modify the actions hereby proposed, the modifications (other than nonsubstantial or solely grammatical modifications) will be made available for public comment for at least 15 days before they are adopted.

Contact Person/Further Information

Inquiries concerning the proposed action may be directed to:

Bob Carlson
Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, CA 95814-7000

Telephone: (916) 327-8663
Fax: (916) 327-3166

The Commission on Teacher Credentialing will have the entire rulemaking file available for inspection and copying throughout the rulemaking process at its office, at the above address. As of November 19, 1993, the date the Notice of Proposed Rulemaking was published in the Notice register, the rulemaking file consisted of the Notice of Proposed Rulemaking, the proposed text of the regulations (attached), and the initial statement of reasons (attached).

Attachments

COMMISSION ON TEACHER CREDENTIALING

1812 Ninth Street
Sacramento, California 95814-7000



Attn: Philip A. Fitch, Ed.D.
Executive Director

Title: CLAD/BCLAD Certificates
Section Nos.: 80015 through 80015.4

Response to the Attached Title 5 Regulations

So that the Commission on Teacher Credentialing can more clearly estimate the general field response to the attached Title 5 regulations, please return this response form to the Commission office at the above address by 5 pm on January 5, 1994, so that the material can be presented at the January 6, 1994, public hearing.

1. Yes, I agree with the proposed Title 5 regulations. Please count me in favor of these regulations.
2. No, I do not agree with the proposed Title 5 Regulations for the following reasons: (If additional space is needed, use the reverse side of this sheet.)

3. Personal opinion of the undersigned only, and/or
4. Organizational opinion representing: _____
(Circle One) School District, County Schools, College, University, Professional Organization, Other
5. I shall be at the public hearing, place my name on the list for making a presentation to the Commission.
6. No, I will not make a presentation to the Commission at the public hearing.

Name: _____ Date: _____

Printed Name of Signatory: _____

Title: _____ Phone: _____

Employer/Organization: _____

COMMISSION ON TEACHER CREDENTIALING

DIVISION VIII OF TITLE 5
CALIFORNIA CODE OF REGULATIONS

PROPOSED ADDITION OF SECTIONS 80015 THROUGH 80015.3 PERTAINING TO
CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD)
CERTIFICATES AND BILINGUAL, CROSSCULTURAL, LANGUAGE AND
ACADEMIC DEVELOPMENT (BCLAD) CERTIFICATES

and

PROPOSED ADDITION OF SECTION 80015.4 PERTAINING TO MULTIPLE AND
SINGLE SUBJECT CREDENTIALS WITH A BILINGUAL, CROSSCULTURAL,
LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS

§ 80015. Requirements for the Crosscultural, Language and Academic
Development (CLAD) Certificate.

A Crosscultural, Language and Academic Development (CLAD) Certificate can be
earned in the following ways:

(a) Through supplementary coursework: The requirements for earning a CLAD
Certificate through supplementary coursework include (1) through (4) below:

(1) Possession of a valid credential or permit as specified in Section 80015.2(a).

(2) Verification of experience learning a second language obtained through one
of the options described in subsections (A) through (L). One of the options must be
completed. Partial completion of more than one option will not be accepted. Any
option must be completed with one language.

(A) Completion of six semester units (or nine quarter units) in coursework that
emphasizes the learning of a language other than English (including American Sign
Language and Signing Exact English). A grade of "C" or better, "Pass." or "Credit."
must be earned in each course. This option must be verified by an official transcript
from a regionally accredited college or university, or comparable institution outside
the United States. Professional Development and Continuing Education units from

such institutions are acceptable. Coursework in the methodology of teaching a language is not acceptable.

(B) Completion of 90 hours of language training, with a grade of "C" or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education's Bilingual Teacher Training Program (BTTP) or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education. This training is to be verified by a letter signed by an authorized representative of the BTTP or county or district program.

(C) Successful completion of the training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.

(D) Passage of either the Oral Subtest, the Essay Subtest, or the Reading Comprehension and Usage Subtest in a language other than English of a Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992), verified by an official score report.

(E) Passage of any two of the four parts (listening, reading, speaking, and writing) of Test 6 of the CLAD/BCLAD Examinations, described in Section 80015.3, verified by an official score report.

(F) Passage of any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.

(G) A proficiency level of "novice-high" or above on the American Council on the Teaching of Foreign Languages, Inc. (ACTFL) Proficiency Guidelines or "0+" (zero plus) or above on the Interagency Language Roundtable (ILR) Proficiency Descriptions, verified by an official score report.

(H) Possession of a teaching credential from another state that authorizes instruction in a language other than English.

(I) Residence in a non-English speaking country or countries for twelve consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.

(J) Successful completion of one academic year (over a single period) at age 14 or above at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.

(K) Successful completion of two academic years between the ages of 10 and 14, inclusive, at a school in which all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.

(L) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.

(3) Completion of 24 semester units (or 36 quarter units) or 12 upper-division/graduate semester units (or 18 upper-division/graduate quarter units) of coursework. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course. All of the coursework must be in the three subject areas listed in subsections (A), (B), and (C) below, and all three of the subject areas must be covered in the set of coursework used to satisfy this requirement.

(A) Language structure and first- and second-language development, including the following:

1. Language structure and use: universals and differences (including the structure of English), and

2. Theories and factors in first- and second-language development.

(B) Methodology of bilingual instruction, instruction for English language development, and specially designed content instruction delivered in English, including the following:

1. Theories and methods of bilingual education.

2. Theories and methods of instruction for English language development.

3. Theories and methods of specially designed content instruction delivered in English, and

4. Language and content area assessment.

(C) Culture and cultural diversity, including the following:

1. Nature of culture.

2. Manifestations of culture.

3. Cultural contact, and

4. Cultural diversity in the United States and California.

(4) Submission of a complete application packet and fee(s) as specified in Section 80487.

(5) The holder of a Supplementary Authorization in either English as a Second Language (ESL) or Introductory ESL may use that document to earn a CLAD Certificate. Unless used to apply for a CLAD Certificate, a Supplementary Authorization in ESL or Introductory ESL will remain valid as long as the holder's prerequisite teaching credential remains valid. A Supplementary Authorization in ESL or Introductory ESL authorizes instruction for English language development, as defined in Education Code Section 44253.2(a), at the levels and in the grades specified in Sections 80057.5 and 80089 as those sections existed on January 1, 1993. The

requirements for earning a CLAD Certificate for holders of the Supplementary Authorization in ESL or Introductory ESL include all of the following:

- (A) Experience learning a second language as specified in Section 80015(a)(2).
- (B) Completion of three semester units (or four quarter units) of coursework in the theories and methods of specially designed content instruction delivered in English. The coursework must be applicable toward a bachelor's degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript from such an institution. A grade of "C" or higher, "Pass," or "Credit" must be earned in each course.

(C) Submission of the valid teaching credential issued to the applicant with the Supplementary Authorization in ESL or Introductory ESL listed or, if it is a document separate from a teaching credential, the valid Supplementary Authorization in ESL or Introductory ESL issued to the applicant. If the Supplementary Authorization in ESL or Introductory ESL is listed on a teaching credential, and if the applicant meets all requirements for a CLAD Certificate, then the applicant will be issued both a teaching credential of the same type and, unless the credential is being renewed, with the same validity period and a CLAD Certificate.

(D) Submission of a complete application packet and fee(s) as specified in Section 80487. If application for the CLAD Certificate is made at the same time that application is made to renew the prerequisite teaching credential, only one application fee will be required.

(b) By examination: The requirements for earning a CLAD Certificate by examination include all of the following:

- (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
- (2) Experience learning a second language as specified in Section 80015(a)(2).
- (3) Passage of either (A), (B), or (C) below:

(A) Tests 1, 2, and 3 of the CLAD/BCLAD Examinations described in Section 80015.3. Each passing score must have been earned within five years prior to the date of application for a CLAD Certificate.

(B) Both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5, commencing with Section 44475, of Chapter 3 of the Education Code as that article existed on December 31, 1992). Both passing scores on the Language Development Specialist Examination must have been earned within five years prior to the date of application for a CLAD Certificate.

(C) Tests 1 and 3 of the CLAD/BCLAD Examinations (described in Section 80015.3) and the Methodology Component of the Bilingual Certificate of Competence Examination (administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992). The passing scores on Tests 1 and 3 of the CLAD/BCLAD Examinations must have been earned within five years prior to the date of application for a CLAD Certificate. The passing score on the Methodology Component of the Bilingual Certificate of Competence Examination must have been earned within nine years prior to the date of application for a CLAD Certificate.

(4) Submission of a complete application packet and fee(s) as specified in Section 80487.

(c) By converting a Language Development Specialist Certificate: Converting a Language Development Specialist Certificate to a CLAD Certificate is not required. Unless used to apply for a CLAD Certificate, a Language Development Specialist Certificate shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Language Development Specialist Certificate authorizes the same services as the CLAD Certificate as specified in Section 80015.2(b). The requirements for earning a CLAD Certificate by converting a Language Development Specialist Certificate include all of the following:

(1) Submission of the valid Language Development Specialist Certificate issued to the applicant.

(2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE: Authority cited: Sections 44253.3, 44253.9, and 44225(q), Education Code. Reference: Sections 44253.3, 44253.6, 44225(b), and 44225(d), Education Code.

§ 80015.1. Requirements for the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate.

A Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate can be earned in one of the following ways:

(a) By examination: The requirements for earning a BCLAD Certificate by examination include all of the following:

- (1) Possession of a valid credential or permit as specified in Section 80015.2(a).
- (2) Completion of one of the requirements listed below in subsections (A) through (I). The Bilingual Certificate of Competence (BCC) Examination referred to in this section is the examination that was administered pursuant to Education Code Sections 44253.5 and 44253.6 as those sections existed on December 31, 1992. All test scores used to qualify for a BCLAD Certificate, with the exception of scores on the BCC Examination, must have been earned within seven years prior to the date of application for the BCLAD Certificate. BCC Examination scores used to qualify for a BCLAD Certificate must have been earned within nine years prior to the date of application for the BCLAD Certificate. The CLAD/BCLAD Examinations referred to in this subsection are those examinations described in Section 80015.3. In subsections (A), (E), (F), and (I) below, passage of the Language Component of the BCC Examination means passage of all three sections of that component that assess proficiency in a language other than English: oral, essay, and reading comprehension and usage. Passage of only one or two of these three sections will

require the passage of all parts of Test 6 of the CLAD/BCLAD Examinations except those parts that assess the same area of proficiency assessed on the section(s) of the Language Component of the BCC Examination that were passed.

(A) Passage of the Culture, Methodology, and Language Components of the BCC Examination.

(B) Passage of Tests 1 through 6 of the CLAD/BCLAD Examinations.

(C) Passage of Tests 4, 5, and 6 of the CLAD/BCLAD Examinations and one of the following:

1. Passing scores on both parts of the Language Development Specialist Examination (administered pursuant to Article 3.5, commencing with Section 44475, of Chapter 3 of the Education Code as that article existed on December 31, 1992).

2. Possession of a Language Development Specialist Certificate (pursuant to Article 3.5, commencing with Section 44475, of Chapter 3 of the Education Code as that article existed on December 31, 1992).

3. Completion of the coursework described in Section 80015(a)(3).

4. Possession of a CLAD Certificate as described in Section 80015.

(D) Passage of the Culture and Methodology Components of the BCC Examination and passage of Test 6 of the CLAD/BCLAD Examinations.

(E) Passage of the Language and Culture Components of the BCC Examination and passage of Tests 2 and 4 of the CLAD/BCLAD Examinations.

(F) Passage of the Language and Methodology Components of the BCC Examination and passage of Test 5 of the CLAD/BCLAD Examinations.

(G) Passage of the Culture Component of the BCC Examination and passage of Tests 1-4 and 6 of the CLAD/BCLAD Examinations.

(H) Passage of the Methodology Component of the BCC Examination and passage of Tests 1, 3, 5, and 6 of the CLAD/BCLAD Examinations.

(1) Passage of the Language Component of the BCC Examination and passage of Tests 1-5 of the CLAD/BCLAD Examinations.

(3) Submission of a complete application packet and fee(s) as specified in Section 80487.

(b) By converting a Bilingual Certificate of Competence: Converting a Bilingual Certificate of Competence to a BCLAD Certificate is not required. Unless used to apply for a BCLAD Certificate, a Bilingual Certificate of Competence shall remain valid as long as the holder's prerequisite teaching credential remains valid. The Bilingual Certificate of Competence authorizes the same services as the BCLAD Certificate as specified in Section 80015.2(c). The requirements for earning a BCLAD Certificate by converting a Bilingual Certificate of Competence include all of the following:

(1) Submission of the valid Bilingual Certificate of Competence issued to the applicant.

(2) Submission of a complete application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

NOTE: Authority cited: Sections 44253.9 and 44225(q), Education Code. Reference: Sections 44253.4, 44253.6, 44225(b), and 44225(d), Education Code.

§ 80015.2. Prerequisite Credential or Permit for, Authorization of, and Period of Validity of the Crosscultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate.

(a) Applicants for a Crosscultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate, must possess a valid California teaching credential, services credential, children's center instructional permit, or children's center supervision permit which credential or permit authorizes the holder to provide instruction to

pupils in preschool, kindergarten, any of grades 1 to 12 inclusive, or classes primarily organized for adults, except for the following:

- (1) Emergency credentials or permits.
- (2) Exchange credentials as specified in Education Code Section 44333.
- (3) District intern certificates as specified in Education Code Section 44325.
- (4) Sojourn certificated employee credentials as specified in Education Code Section 44856.
- (5) Teacher education internship credentials as specified in Article 3 (commencing with Education Code Section 44450) of Chapter 3.

(b) Authorization of the CLAD Certificate: The CLAD Certificate authorizes the holder to provide both of the following services to limited-English-proficient students:

(1) Instruction for English language development, as defined in Education Code Section 44253.2(a), in preschool, kindergarten, grades 1 to 12, inclusive, and classes organized primarily for adults, except in the following situations:

(A) If the prerequisite credential or permit specified in Section 80015.2(a) is a children's center instructional permit, or a children's center supervision permit, then instruction for English language development shall be limited to the programs authorized by that permit.

(B) If the prerequisite credential or permit specified in Section 80015.2(a) is a designated subjects teaching credential in adult education, then instruction for English language development shall be limited to classes organized primarily for adults.

(2) Specially designed content instruction delivered in English, as defined in Education Code Section 44253.2(b), in the subjects and at the levels authorized by the prerequisite credential or permit specified in Section 80015.2(a).

(c) Authorization of the BCLAD Certificate: The BCLAD Certificate authorizes the holder to provide both of the services authorized by the CLAD Certificate as specified in Section 80015.2(b) and both of the following services to limited-English-proficient students whose primary language is the language indicated on the BCLAD Certificate:

(1) Content instruction delivered in the students' primary language in the subjects and at the levels authorized by the prerequisite credential or permit specified in Section 80015.2(a).

(2) Instruction for primary language development, as defined in Education Code Section 44253.2(d), in preschool, kindergarten, grades 1 to 12, inclusive, and classes organized primarily for adults, except in the following situations:

(A) If the prerequisite credential or permit specified in Section 80015.2(a) is a children's center instructional permit, or a children's center supervision permit, then instruction for primary language development shall be limited to the programs authorized by that permit.

(B) If the prerequisite credential or permit specified in Section 80015.2(a) is a designated subjects teaching credential in adult education, then instruction for primary language development shall be limited to classes organized primarily for adults.

(d) Period of validity: The CLAD Certificate and the BCLAD Certificate shall remain valid as long as the prerequisite credential or permit specified in Section 80015.2(a) remains valid.

NOTE: Authority cited: Section 44253.9, Education Code. Reference: Sections 44253.3 and 44253.4, Education Code.

§ 80015.3. The CLAD/BCLAD Examinations.

(a) The CLAD/BCLAD Examinations include the following six tests:

(1) Test 1, covering language structure and first- and second-language development, including topics such as the following:

(A) Language structure and use: universals and differences (including the structure of English)

(B) Theories and factors in first- and second-language development.

(2) Test 2, covering methodology of bilingual instruction, instruction for English language development, and specially designed content instruction delivered in English, including topics such as the following:

(A) Theories and methods of bilingual education.

(B) Theories and methods of instruction for English language development.

(C) Theories and methods of specially designed content instruction delivered in English.

(D) Language and content area assessment.

(3) Test 3, covering culture and cultural diversity, including topics such as the following:

(A) Nature of culture.

(B) Manifestations of culture.

(C) Cultural contact.

(D) Cultural diversity in United States and California.

(4) Test 4, covering methodology for primary language instruction, including topics such as the following:

(A) Characteristics of bilingual programs.

(B) Instructional delivery.

(C) Selection and use of primary language materials.

(5) Test 5, covering the culture of emphasis, which is the culture associated with the language to be indicated on the BCLAD Certificate. There will be multiple Test 5s, each covering a different culture of emphasis and each including topics such as the following:

(A) Origins and characteristics of the culture of emphasis.

(B) The culture of emphasis in the United States and California.

(6) Test 6, covering the language of emphasis, which is the language to be indicated on the BCLAD Certificate. There will be multiple Test 6s, each covering a different language of emphasis and consisting of the following four parts:

(A) Listening.

(B) Reading.

(C) Speaking.

(D) Writing.

(b) Application to take the CLAD/BCLAD Examinations: Application to take any or all of Tests 1-5 of the CLAD/BCLAD Examinations and any or all of the four parts of Test 6 of the CLAD/BCLAD Examinations must be made to the Commission or its contracted agency. The application must include a completed registration form and the appropriate examination registration fee.

NOTE: Authority cited: Sections 44253.5 and 44253.9, Education Code. Reference: Section 44253.5, Education Code.

§ 80015.4. Multiple and Single Subject Credentials with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

(a) Teachers who complete a Commission-approved professional preparation program for a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis following the implementation date of this section will be issued a Multiple

or Single Subject Credential with a Bilingual, Crosscultural, Language and Academic Development Emphasis.

(b) Teachers who hold a non-emergency Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis may convert that credential to a Multiple or Single Subject Credential with a Bilingual, Crosscultural, Language and Academic Development Emphasis of the same type and with the same validity period as the former credential by meeting the following requirements:

(1) Submission of a valid non-emergency Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis issued to the applicant.

(2) Submission of a completed application packet and a fee equal to one-half of the current credential application fee as specified in Section 80487.

(c) Upon renewal of a preliminary, clear, or professional clear Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis, the holder of that credential, for no additional fee beyond the credential renewal fee, will, if all renewal requirements are met, be issued a Multiple or Single Subject Credential with a Bilingual, Crosscultural, Language and Academic Development Emphasis.

NOTE: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b) and 44225(d), Education Code.

INITIAL STATEMENT OF REASONS

**DIVISION VIII OF TITLE 5
CALIFORNIA CODE OF REGULATIONS**

**PROPOSED ADDITION OF SECTIONS 80015 THROUGH 80015.3 PERTAINING TO
CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD)
CERTIFICATES AND BILINGUAL, CROSSCULTURAL, LANGUAGE AND
ACADEMIC DEVELOPMENT (BCLAD) CERTIFICATES**

and

**PROPOSED ADDITION OF SECTION 80015.4 PERTAINING TO MULTIPLE AND
SINGLE SUBJECT CREDENTIALS WITH A BILINGUAL, CROSSCULTURAL,
LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD) EMPHASIS**

Public Problem, Administrative Requirement, Condition, or Circumstance

Since late 1990, the Commission on Teacher Credentialing, with guidance from its Bilingual Crosscultural Advisory Panel, has been developing a new system for the preparation and credentialing of teachers for limited-English-proficient (LEP) students. The Bilingual Crosscultural Advisory Panel is an 18-member body consisting of teachers, administrators, teacher educators, and researchers in the fields of language development, bilingual education, and culture. The new system includes reforms in teacher preparation programs and coursework, teacher credentialing examinations, and the credentials that authorize the teaching of LEP students. The increasing number and diversity of LEP students in California and limitations in the earlier policies related to the preparation and credentialing of teachers for LEP students have created the need for reform.

Limited-English-Proficient Students and Cultural Diversity in California¹

In 1989-90, California had the largest number of LEP students of any state in the nation, accounting for 42% of all LEP students (Office of Bilingual Education and Minority Languages Affairs, 1991²). In the spring of 1993, there were over 1.15 million LEP students in California in grades K-12, representing over 20% of the state's total K-12 enrollment.

The number of LEP students has increased every year since 1977. From 1983 to 1992, the LEP student population increased at an average rate of 10% each year—faster than total enrollment increased. Of the almost 157,000 new students in California schools in 1992, 59% were LEP students. The prior year, LEP students made up 70% of all new students.

The majority of California's LEP students, 77%, speak Spanish. In addition, over 260,000 LEP students speak one or more of over 90 other languages. In 1992, there were 29 languages each spoken by at least 1,000 LEP students, and nine languages were each spoken by over 10,000 LEP students. These nine languages, in order of population, were Spanish, Vietnamese, Hmong, Cantonese, Khmer, Pilipino, Korean, Armenian, and Lao. Since 1988, the fastest growing language groups and their average increase per year have been Russian (146%), Armenian (39%), Arabic (22%), Mien (22%), Hmong (15%), and Spanish (15%).

¹ Unless otherwise noted, the data presented in this section were taken from the following sources:

- Data about the California student population are from Language Census Reports distributed by the Educational Demographics Unit, Program Evaluation and Research Unit, California Department of Education.
- Data about the California general population are taken from the 1990 United States Census as reported in the *Sacramento Bee*, February 26, 1991.

² All documents cited in this Initial Statement of Reasons are listed in the section entitled "Documents Relied Upon in Preparing Regulations."

The language data presented above are a reflection of the changing racial/ethnic composition of the state's population and of the state's school-age population. During the decade of the 1980s, the percentage of California's population that was non-Hispanic white declined from 66% in 1980 to 57% in 1990. At the same time, the percentage of the population that was Hispanic increased from 19% to 26%, and the percentage that was Asian increase from 5% to 9%. The percentage of the population that was African-American declined slightly from 7.5% to 7%. In California schools, enrollment was approximately 44% non-Hispanic white, 36% Hispanic, 11% Asian, Filipino, or Pacific Islander, and 9% African-American in 1991-92. In contrast, non-Hispanic whites made up 75% of the student population in the 1966-67 school year, Hispanics 14%, African-Americans 8%, and Asian, Filipino, or Pacific Islander 3%.

All evidence suggests a continuation of this trend toward a more linguistically and culturally diverse population in California long into the future. One source has projected that, in the year 2020, California's population will be 41% non-Hispanic white, 38% Hispanic, 14% Asian and other, and 7% African-American (Population Research Unit, 1988). Another source has projected that, by 2030, California's school-age population will be 44% Hispanic, 33% non-Hispanic white, 16% Asian, and 6% African-American (Olsen, 1988).

Among LEP students are a wide variety of educational backgrounds, home conditions, and cultural and social circumstances. There are no "typical" LEP students. There are fundamental differences in the many languages, cultures, social class backgrounds, and skills of these students. These differences affect the process and rate of their adaptation to U.S. schools.

Another important feature of the current school population in California is that the composition of schools and communities is continually changing. Many of California's communities are ports-of-entry for immigrants (Cornelius, 1991; Portes & Rumbaut, 1990). These neighborhoods have high mobility rates among families and children. Thus, many schools serving LEP students have high transiency and low attendance rates. Fifty percent of the students in some schools move within each two-month period. Teachers are rarely well prepared to teach in these kinds of settings. They must find ways to continually integrate new students, representing a wide variety of languages and cultures, into their classrooms (Berman et al., 1992; Olsen, 1988).

California is enriched by its linguistic and cultural diversity. This diversity, however, poses significant challenges for the state's educational system. The major challenge is to train a sufficient number of teachers who have the necessary instructional, cultural, and language competencies to provide quality education to a diverse student population. In 1990, there was an estimated shortage of over 14,000 qualified bilingual teachers (California Department of Education, 1991). The majority of new teachers, however, continue to be non-Hispanic white monolingual English speakers (Huddy, 1991).

Educational policies and strategies that may have worked in the past, when the state was more homogeneous than it will ever be again, cannot be expected to work effectively in the 1990s and beyond. The achievement levels of LEP students are unacceptably low and their dropout rates are unacceptably high. Lack of success in school has significant costs, both for the individual and the state. The current and projected linguistic and cultural diversity in California's school-age population require teachers who have the necessary instructional, language, and cultural competencies to meet the needs of the state's LEP students.

Limitations of Prior Credentialing Policies

The previous policies for the preparation and credentialing of teachers for LEP students have become more and more unsuited to meet the needs of California's evolving LEP student population. The previous policies included a number of requirements, credentials, and examinations that had developed over two decades. Each one was designed to meet the social and political context of the time in which it was initiated. The policies were not a consciously designed, integrated response to a variety of diverse language and cultural needs. Five major weaknesses characterize the previous policies.

1. An entry-level credential for teaching LEP students was not available for new teachers who are not bilingual. This has contributed to the current shortage of teachers trained and authorized to provide LEP students instructional services in English (i.e., instruction for English language development and specially designed content instruction delivered in English).
2. The previous procedures did not represent an integrated system that allowed movement between credentials. The preparation and credentialing of teachers to provide instruction for English language development and specially designed content instruction delivered in English was not integrated with the preparation and credentialing of teachers to provide primary language instruction for LEP students. There was no recognition of a common core of knowledge and skills needed by both monolingual and bilingual teachers. The lack of an integrated system exacerbated the shortage of teachers trained and authorized to teach LEP students because it inhibited the professional development of English language teachers into bilingual teachers.
3. A focus on one language predominated. There are two primary reasons for this single-language focus. First, the programs and exams were initially developed in the 1970s, at a time when little attention was paid to the relatively small numbers of LEP students who spoke languages other than Spanish. Second, the structure of the programs and exams inhibited the development of new programs and exams for languages other than Spanish. The lack of recognition and utilization of a common core resulted in inefficiency, duplication, and inconsistency. It also made it difficult and expensive to develop new programs and exams to meet the needs of other language groups, whose populations, as shown earlier, have been growing in absolute numbers and as a proportion of the overall student population.
4. Over the past five to ten years, a new methodology for providing LEP students access to subject-matter curriculum and for enhancing their English language development has been emerging. This methodology, known as "specially designed content instruction delivered in English" (also known as "sheltered content instruction"), includes instructional strategies to provide comprehensible, grade-level, subject-matter instruction to LEP students who are at an intermediate level of English language development. Although this new methodology is not yet completely defined, the need for it has grown with the number and diversity of California's LEP student population. Because of its newness, it did not receive sufficient emphasis in previous training programs or exams.
5. Inadequate preparation for cultural diversity characterized the prior policies. Although the earlier training programs and exams for bilingual teachers

incorporated knowledge about the specific culture group with which the teacher would be authorized to work, there was little or no recognition of the need for all teachers of LEP students to have a general understanding of culture and how culture impacts education. It is important that all teachers of LEP students have basic knowledge about culture and society drawn from anthropology and sociology. Teachers need social science skills that enable them to learn about their students so they can be knowledgeable about and sensitive to their students' cultural backgrounds, and can utilize culturally responsive pedagogy.

Recent Legislation and the Proposed Actions

Recognizing that the prior policies for the preparation and credentialing of teachers for LEP students had become unsuited to meet the needs of the state's evolving LEP student population, in 1992 the Commission on Teacher Credentialing sponsored and the Legislature passed legislation necessary to implement reforms. AB 2987 (Chapter 1050, Statutes of 1992, Campbell) became law on January 1, 1993, as Education Code Sections 44253.1 through 44353.6, 44253.8, and 44253.9. As a result, the Commission is now obligated to adopt and implement regulations to govern a new system for the preparation and credentialing of teachers for LEP students.

Education Code Sections 44253.3 and 44253.4 direct the Commission to issue certificates to teachers that authorize specified services to LEP students. Education Code Section 44253.5 directs the Commission to develop and administer examinations on which teachers can demonstrate their competence in the knowledge and skills necessary for effective teaching of LEP students. The certificates to be issued will be called the Crosscultural, Language and Academic Development (CLAD) Certificate and the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate. The examinations will be known as the CLAD/BCLAD Examinations.

Education Code Section 44253.9 directs the Commission to promulgate regulations to clarify and make specific the requirements for and authorizations of the credentials, certificates, and permits established pursuant to Article 4, which includes Sections 44253.3 and 44253.4. The proposed Title 5 Sections 80015.1 through 80015.3 are necessary to interpret, implement, and make specific the Education Code sections mentioned in the paragraph above by specifying the requirements for CLAD and BCLAD Certificates.

Education Code Section 44225, subsections (b), (d), and (q) authorize the Commission to propose regulations related to the issuance and renewal of credentials, certificates, and permits and to streamline the credential system. The proposed Title 5 Section 80015.4 will interpret, implement, and make specific the statutes mentioned above by specifying how holders of an existing credential can be issued a new credential with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

Purpose of Proposed Actions

The purpose of the proposed regulatory actions is to address the shortcomings in the prior policies for the preparation and credentialing of teachers for LEP students by interpreting, clarifying, and implementing the recent legislation. The purpose of adopting Sections 80015 through 80015.3 is to specify and clarify the requirements for earning the CLAD Certificate and the BCLAD Certificate. The general requirements for earning these certificates are delineated. In addition, the proposed

new sections specify how teachers who either (a) already hold a document that authorizes services to LEP students, or (b) have satisfied some or all of the requirements for those documents will be affected by the issuance of the new CLAD and BCLAD Certificates. The documents referred to here include the Language Development Specialist (LDS) Certificate, the Bilingual Certificate of Competence (BCC), the Bilingual Crosscultural Emphasis Credential, and the Supplementary Authorization in English as a Second Language (ESL).

The purpose of adopting Section 80015.4 is to streamline the credentialing system by having teachers exchange a credential that will no longer be issued (the Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis) for a new credential (the Multiple or Single Subject Credential with a Bilingual, Crosscultural, Language and Academic Development Emphasis). The old and new credentials authorize the same services to LEP students.

Rationale for Proposed Regulations

The proposed regulatory actions briefly described in the preceding section are set within the larger context of the new CLAD/BCLAD system for the preparation and credentialing of teachers for limited-English-proficient students. As mentioned earlier, the reasons for developing the new system include the increasing number and diversity of LEP students in California and limitations in the current policies related to the preparation and credentialing of teachers for LEP students. The goal of the new system is to increase the number of teachers trained and certificated to provide instructional services to LEP students and to improve the quality of the instruction they deliver.

To understand the rationale for the new system, it is necessary to understand the knowledge and skills needed by teachers of LEP students. These knowledge and skills are discussed below. This is followed by a description of the new system. Because the proposed regulations include a variety of policies related to the transition from the current system to the new CLAD/BCLAD system, a discussion of and rationale for these policies is then provided. This is followed by a summary of each proposed action and, if not discussed earlier, a rationale.

Knowledge And Skills Needed by Teachers of Limited-English-Proficient Students

All students have a right to learn the subject-matter curriculum presented in the schools. By definition, however, LEP students do not have sufficient proficiency in English to obtain access to the curriculum through mainstream instruction in English (i.e., instruction designed for native English-speaking students). Thus, other instructional methodologies must be employed. The instructional needs of LEP students fall into two primary areas:

- English language development (also known as English as a second language), and
- access to the subject-matter curriculum.

Teachers of LEP students must have the skills and knowledge necessary to deliver appropriate instructional services in these areas. In addition to instructional competencies, teachers of LEP students must be knowledgeable about culture and its importance in education. The two areas of instructional need and the importance of

cultural knowledge are discussed below.

Instruction for English Language Development

A primary goal of all programs for LEP students is that the students acquire English as soon as possible. Programs for LEP students, therefore, include instruction for English language development. Teachers who provide such instruction must be specially trained. They must be knowledgeable about language structure, language use, and theories and factors in first- and second-language development. They also need to be competent in specific instructional methodologies designed to facilitate LEP students' acquisition of English, including techniques for infusing content information into language instruction. Teachers must also be knowledgeable about procedures and instruments used in the assessment of language.

Access to the Subject-Matter Curriculum

There are two ways that LEP students can be given opportunities to learn the subject-matter curriculum: (a) through content instruction delivered in the students' primary language and (b) through specially designed content instruction delivered in English.

Content instruction delivered in the students' primary language. State law requires that, when necessary for equal educational opportunity, LEP students be given content instruction delivered in their primary language (Education Code Sections 52161, 62000.2, and 62002). In this way, the students' academic achievement is not delayed while they are learning English. In fact, the knowledge gained through the study of academic subjects in the primary language assists in the acquisition of English (Krashen & Biber, 1988; Krashen, 1991).

Allowing students to learn in their primary language is based on the view that English proficiency is an *additional* set of skills that LEP students need to acquire and not a *replacement* of the home language and culture (Gibson & Ogbu, 1991). Learning in their primary language and incorporating their cultures into the curriculum enable students to take pride in the personal resources they bring to the educational setting, enhancing their self-esteem. It helps them to function in both the home culture and mainstream society, rather than forcing them to choose between the language and culture of the home and those of the mainstream culture (Banks, 1988, 1989; Cummins, 1989; Gibson, 1988; Grant & Sleeter, 1989; Nieto, 1992).

Teachers who teach LEP students in the students' primary language need to be proficient in all four skill areas (listening, speaking, reading, and writing) of that language. They need to have a repertoire of instructional methodologies for providing content instruction in bilingual settings. They must be able to locate, review, develop, and adapt instructional materials in the primary language. Bilingual teachers also need knowledge about the cultures of the students with whom they work.

Specially designed content instruction delivered in English. Limited-English-proficient students who are at an intermediate level of English proficiency or higher can receive access to the core curriculum through specially designed content instruction delivered in English. This type of instruction involves the use of specific instructional techniques and strategies to make grade-level content instruction comprehensible to students with sufficient proficiency in English to benefit from

such instruction, but whose proficiency in English would not allow them to benefit from mainstream instruction. Often referred to as "sheltered instruction," specially designed content instruction delivered in English involves strategies based on an understanding of language development and the important role of culture in education. Many of the techniques are drawn from the literature on effective instruction, but are used more frequently and intensively than in mainstream instruction because of the students' language abilities.

Specially designed content instruction delivered in English is an important instructional component of bilingual programs. Once students achieve an intermediate level of English proficiency, they can begin to learn elements of the subject-matter curriculum in English. Because their English proficiency is not at the level required for mainstream instruction, however, these students need specially designed instruction that takes into account their developing proficiency in English. Subjects such as mathematics and science are often the first subjects to be taught using specially designed content instruction delivered in English, because they are less language dependent than other subjects. As English language proficiency increases, subjects that involve more abstract use of language can be taught with this approach.

Unfortunately, due to the shortage of bilingual teachers, LEP students below the intermediate level of English proficiency frequently do not have the opportunity to receive content instruction delivered in their primary language. Only about 40% of the students in California who need academic instruction in their primary language are receiving it (California Association for Bilingual Education, 1991). In such cases, specially designed content instruction delivered in English is often the only alternative. Although not designed for LEP students with low levels of English proficiency, it is better than mainstream instruction where no modifications are made to make content comprehensible to LEP students.

The need for teacher competence in specially designed content instruction delivered in English has grown as the characteristics of California's LEP student population have changed. It is now common for teachers to be assigned to classrooms with LEP students with a variety of primary languages. In such classrooms, whether or not the teacher is bilingual, it is highly likely that most of the instruction will be delivered in English. The teacher needs the knowledge and skills necessary to make English language content instruction comprehensible to LEP students.

The provision of specially designed content instruction delivered in English requires a teacher who understands and can implement the specific techniques and strategies for making content instruction comprehensible to LEP students. These techniques include, among others, contextualizing the content information presented, using conceptual scaffolding, appropriately using paraphrase and repetition, checking for comprehension, and making learning strategies explicit for students.

The Importance of Cultural Knowledge

Policies of assimilation have predominated in the education of LEP students. These policies are based upon the unfounded assumption that LEP students must give up their home language and culture to be successful in school. In reality, however, assimilation-based policies have frequently undermined the very qualities that enable LEP students to excel in school. Case studies of a number of successful immigrant students demonstrate that these students succeed in school because they

have strong home cultures and languages, and a strong and positive sense of their ethnic identity (Gibson, 1988; Gibson & Ogbu, 1991; Nieto, 1992). Students' home languages and cultures are important resources for success and should be allowed to flourish rather than be eradicated.

To make the most of LEP students' languages and cultures, teachers need to know more than the methodologies discussed above. They must have information about their students' cultures in order to apply the methodologies appropriately (i.e., culturally responsive pedagogy) and to earn the respect and trust of students and their parents. Because of the often rapid demographic changes in school populations, and because of the limited time available in teacher preparation programs, teachers can not be expected to have in-depth knowledge about all cultures they might encounter. Instead, teachers need general knowledge about culture and society, drawn from the social sciences, so that they will know what is important to learn about their students. In addition, they need to know and be able to apply basic social science skills, such as classroom ethnography, in order to acquire cultural information about their students. This information should serve as a basis for the development of curriculum and the selection of appropriate pedagogical practices. Teachers also need a general understanding of the interplay between culture and language in the school and in the community (Banks, 1988, 1989; Cummins, 1986, 1989; Diaz, Moll, & Mehan, 1986; Heath, 1986).

Bilingual teachers, who usually work with a single language group, need specific and in-depth knowledge of the culture associated with that language. Even bilingual classrooms, however, are increasingly characterized by cultural diversity. For example, many Spanish/English bilingual classrooms include students from a variety of Latin American countries (e.g., El Salvador, Guatemala, Mexico, and Nicaragua) with their own cultural characteristics. Cultures are not homogenous. Bilingual teachers in such classrooms need the cultural understanding and skills to be able to learn, and appropriately use, information about the cultural varieties represented by the students.

CLAD/BCLAD: A New System for the Preparation and Credentialing of Teachers for LEP Students

The new system for preparing and credentialing teachers for LEP students is presented graphically in Figure 1 on the next page. The new system includes the following elements:

- CLAD/BCLAD Emphasis Credentials,
- CLAD/BCLAD Certificates,
- CLAD/BCLAD Examinations, and
- CLAD/BCLAD Specialist Credentials.

Figure 2, on page 10, indicates the types of instruction authorized by the CLAD and BCLAD Emphasis Credentials and Certificates. There are alternative ways to earn CLAD and BCLAD authorizations. Prospective teachers can earn CLAD and BCLAD Emphasis Credentials by completing CLAD or BCLAD Emphasis Credential Programs at colleges or universities. Already credentialed teachers can earn CLAD Certificates through supplementary coursework or by passing examinations. They can earn BCLAD Certificates by passing examinations or through a combination of coursework and examinations.

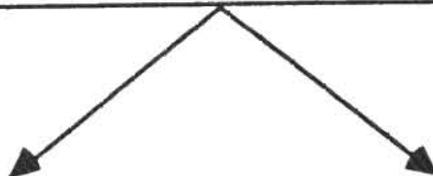
Figure 1

The CLAD/BCLAD System for the Preparation and Credentialing of Teachers for Limited-English-Proficient Students

CLAD and BCLAD With the Basic Teaching Credential

Domains of Knowledge and Skill Covered in Emphasis Programs, Supplementary Coursework, and Examinations

1. Language Structure and First- and Second-Language Development
2. Methodology of Bilingual, English Language Development, and Content Instruction
3. Culture and Cultural Diversity
4. Methodology for Primary Language Instruction
5. The Culture of Emphasis
6. The Language of Emphasis



CLAD (Domains 1-3 and experience learning a second language)

Prospective teachers: Emphasis Program (Emphasis Credential)

Credentialed teachers: Supplementary Coursework
or
Examinations 1-3 (Certificate)

BCLAD (Domains 1-6)

Prospective teachers: Emphasis Program (Emphasis Credential)

Credentialed teachers: Examinations 1-6
or
CLAD & Exams 4-6 (Certificate)

CLAD and BCLAD Specialist Credentials

Available through CLAD/BCLAD Specialist Credential Programs

Prerequisite: CLAD or BCLAD authorization or the equivalent

Program focuses on:

- (1) program development and evaluation
- (2) curriculum design and material development
- (3) student assessment and placement
- (4) staff development
- (5) parent and community relations
- (6) research

Figure 2

Types of Instruction Authorized by the CLAD and BCLAD Emphasis Credentials and Certificates

Credential or Certificate	Type of Instruction		
	Instruction for English Language Development ¹	Specially Designed Content Instruction Delivered in English ²	Instruction for Primary Language Development and Content Instruction Delivered in the Primary Language ³
CLAD	Yes	Yes	No
BCLAD	Yes	Yes	Yes

¹Preschool, K-12, and adults, with the following exceptions. With a children's center instructional permit or a children's center supervision permit, instruction for English language development is limited to the programs authorized by the permit. With a designated subjects teaching credential in adult education, instruction for English language development is limited to classes organized primarily for adults.

²In subjects and grade levels authorized by the prerequisite credential or permit.

³Content instruction delivered in the primary language in subjects and grade levels authorized by prerequisite credential or permit. Instruction for primary language development at preschool, K-12, and adults, with the following exceptions. With a children's center instructional permit or a children's center supervision permit, instruction for primary language development is limited to the programs authorized by the permit. With a designated subjects teaching credential in adult education, instruction for primary language development is limited to classes organized primarily for adults.

The CLAD and BCLAD Emphasis Credentials and Certificates are all based on the same domains of knowledge and skill. A description of these domains of knowledge and skill is below. This is followed by descriptions of the CLAD/BCLAD Examinations, alternative ways to earn CLAD and BCLAD authorizations, and the CLAD and BCLAD Specialist Credentials.

Domains of Knowledge and Skill Covered in Emphasis Programs, Supplementary Coursework, and Examinations

The top box in Figure 1 lists the domains of knowledge and skill that are the foundation for all of the elements in the new CLAD/BCLAD system. Each is described below.

Domain 1: Language Structure and First- and Second-Language Development. Domain 1 includes two primary areas. The first is language structure and use, including universals and differences among languages and the structure of English. The second area includes theories and models of language development as well as psychological, socio-cultural, political, and pedagogical factors affecting first- and second-language development.

Domain 2: Methodology of Bilingual, English Language Development, and Content Instruction. Three areas are included in Domain 2. The first covers theories and models of bilingual education, at a level needed by all teachers of LEP students (not just bilingual teachers). This area includes the foundations of bilingual education, organizational models, and instructional strategies. The second area covers theories and methods for instruction in and through English, including approaches with a focus on English language development, approaches with a focus on content area instruction, and working with paraprofessionals. The third area in this domain consists of the knowledge and skills needed to appropriately assess students' language abilities and subject-matter achievement.

Domain 3: Culture and Cultural Diversity. Domain 3 includes the nature of culture, aspects of culture that teachers should learn about their students, ways that teachers can learn about their students' cultures, ways teachers can use cultural knowledge, issues and concepts related to cultural contact, and the nature of cultural diversity in California and the United States, including demographics and immigration. It will not focus on any specific cultural group but on culture in general and its impact on education.

Domain 4: Methodology for Primary Language Instruction. Domain 4 includes instructional delivery in bilingual classrooms (including organizational strategies and the use of English and the students' primary language) and factors to consider in the selection and use of primary language materials.

Domain 5: The Culture of Emphasis. Domain 5 consists of the knowledge and skills related to the culture associated with a bilingual teacher's language of emphasis. It includes the origins and characteristics of the culture of emphasis and the major historical periods and events, demography, migration and immigration, and contributions of the culture of emphasis in California and the United States.

Domain 6: The Language of Emphasis. Domain 6 includes proficiency in the language in which the teacher wishes to be authorized to provide primary language instruction. Language proficiency will be required in the areas of speaking, listening, reading, and writing.

These six domains of knowledge and skill are the heart of the new CLAD/BCLAD system. The requirements for the CLAD and BCLAD Emphasis Credentials and Certificates are based on these domains, and a CLAD or a BCLAD Emphasis Credential or Certificate (or the equivalent) is a prerequisite for the CLAD or BCLAD Specialist Credential. As mentioned above, already credentialed teachers can earn CLAD and BCLAD Certificates by passing examinations. These examinations, known as the CLAD/BCLAD Examinations, are described below. They are based on the six domains of knowledge and skill just described.

The CLAD/BCLAD Examinations

The new CLAD/BCLAD Examinations, expected to be in place in the fall of 1994, will consist of six tests, one for each of the domains of knowledge and skill on which the CLAD/BCLAD system is based. The specifications for the CLAD/BCLAD Examinations are being developed by the Commission's Bilingual Crosscultural Advisory Panel. The specifications outline the knowledge and skill areas to be tested on each of the six tests and describe the format of each test. They will be a valuable source of information to both (a) prospective examinees, who can use them in preparing for the exams, and (b) teacher trainers in school districts, county offices of education, colleges, and universities, who can use them to design training programs.

Each of Tests 1-5, covering domains 1-5, respectively, will be between forty minutes and one hour forty minutes long. Tests 1, 4, and 5 will consist of multiple-choice items. Tests 2 and 3 will each have multiple-choice items and an essay item. Tests 1-4 will each be in English and will be appropriate for all prospective CLAD/BCLAD teachers regardless of the language(s) they speak. Test 5 will also be in English, but there will be multiple Test 5s, each focusing on a different culture of emphasis.

Test 6, assessing proficiency in the language of emphasis, will have separate components for listening, speaking, reading, and writing. There will be multiple Test 6s, each focusing on a different language. Each will take approximately two and one-half hours to complete and will include the following:

- comprehension questions based on oral language samples,
- comprehension questions based on written passages,
- speaking prompts to which examinees are to respond orally,
- passages to be read aloud,
- writing prompts to which examinees are to respond in writing, and
- a passage in English to be translated into the language of emphasis.

An important goal of the Commission is to increase the availability of assessments for teachers seeking bilingual certification in languages other than Spanish. The new CLAD/BCLAD Examination system will facilitate this goal because four of the six examinations will be language-generic (i.e., appropriate for teachers of all language groups). Language-specific tests will be needed only for culture (Test 5) and language (Test 6). Work has begun on Tests 5 and 6 with representatives from the following nine language groups: Armenian, Cantonese, Hmong, Khmer, Korean, Mandarin, Pilipino, Spanish, and Vietnamese. Once the development of tests for these groups is completed, Commission staff hope to be able to develop tests for additional culture/language groups as needed.

Alternative Ways to Earn a CLAD Authorization

The requirements for a CLAD authorization (Emphasis Credential or Certificate) are shown in Figure 1 (page 9) in the left middle box. They include the knowledge and skills in domains 1 through 3 (listed in the top box) and experience learning a second language. As shown in Figure 2 (page 10), teachers with a CLAD authorization will be able to provide instruction for English language development and specially designed content instruction delivered in English. A CLAD authorization can be earned in

three different ways.¹ Each of these is described below. This is followed by a discussion of the CLAD second-language requirement.

Through a professional preparation program. In February 1992 the Commission adopted the *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Teaching Credentials With a (Bilingual) Crosscultural, Language and Academic Development Emphasis*. Candidates who successfully complete a CLAD Emphasis Program will be eligible for a Multiple or Single Subject Teaching Credential with a CLAD Emphasis.

Through supplementary coursework. Already credentialed teachers will be able to earn a CLAD Certificate by successfully completing 12 upper-division semester units in coursework that covers the knowledge and skills in domains 1 through 3. The second-language requirement (described below) also has to be satisfied. In discussions with teacher educators at colleges and universities, it was determined that 12 units would be sufficient to adequately cover the skills and knowledge in those three domains.

By examination. As an alternative to supplementary coursework, already credentialed teachers can earn a CLAD Certificate by passing Tests 1 through 3 (covering domains 1 through 3) of the CLAD/BCLAD Examinations and satisfying the second-language requirement.

The CLAD second-language requirement. As mentioned above, holders of a CLAD Certificate will be authorized to provide instruction for English language development to LEP students. They will be teaching their students to speak, read, and write English. The Commission believes that a teacher who will be *teaching* a second language needs to have some experience *learning* a second language. Therefore, all teachers seeking a CLAD Certificate will be required to have had direct experience learning a second language. The intent of this requirement is that through this experience the teacher will acquire:

- an understanding of the complexity of the process of second-language learning, which should engender empathy for and realistic expectations of students who are second-language learners, and
- a better understanding of the knowledge gained through coursework and training in first- and second-language development.

This requirement is included in the *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Teaching Credentials With a (Bilingual) Crosscultural, Language and Academic Development Emphasis* adopted by the Commission in February 1992. Standard 7 (p. 15) states that “[f]or the Crosscultural, Language and Academic Development (CLAD) authorization, the candidate must have experience in learning a second language by the time of completion of the program.” The fifth factor to consider for this standard reads as follows:

¹ The three ways described here all occur entirely within the CLAD/BCLAD system. A discussion of how teachers who possess, or who have made progress toward, existing authorizations outside of the CLAD/BCLAD system can earn a CLAD authorization is provided below in the section entitled “Issues Related to the Transition to the New CLAD/BCLAD System.”

The institution determines that each Crosscultural, Language and Academic Development (CLAD) applicant has completed six semester units (or equivalent quarter units) of college coursework in a second language (with a grade of C or higher), or an equivalent experience that sensitizes the candidate to the challenges of second-language learning and acquisition. Such an experience could include options such as Peace Corps training and service, or residence in a non-English speaking country.

This requirement is also specified in Education Code Section 44253.3(b)(3), as a result of Commission-sponsored AB 2987, which lists as a requirement for a CLAD Certificate

completion of at least six semester units, or nine quarter units, of coursework in a second language at a regionally accredited institution of postsecondary education. The commission shall establish minimum standards for scholarship in the required coursework. The commission shall also establish alternative ways in which the requirement can be satisfied by language-learning experience that creates an awareness of the challenges of second-language acquisition and development.

A list of 12 options has been developed that could be used to satisfy the CLAD second-language requirement. In developing this list, the Commission wanted each option to have a reasonable expectation of resulting in the desired outcomes expressed above. The Commission also recognized that for some teachers, English may be their second language. Options have been included that would allow teachers for whom English is a second language to meet the requirement. In addition, although fluency is not the intent of the requirement, teachers who can demonstrate some proficiency in a language other than English should be seen as having met the requirement. Options have been provided for this purpose.

Alternative Ways to Earn a BCLAD Authorization

The requirements for a BCLAD authorization (Emphasis Credential or Certificate) are shown in Figure 1 (page 9) in the right middle box. They include the knowledge and skills in domains 1 through 6. As shown in Figure 2 (page 10), teachers with a BCLAD authorization will be able to provide instruction for English language development, specially designed content instruction delivered in English, instruction for primary language development, and content instruction delivered in the students' primary language. A BCLAD authorization can be earned in two different ways¹. Each of these is described below.

Through a professional preparation program. Candidates who successfully complete a BCLAD Emphasis Program will be eligible for a Multiple or Single Subject Teaching Credential with a BCLAD Emphasis.

¹ The two ways described here all occur entirely within the CLAD/BCLAD system. A discussion of how teachers who possess, or who have made progress toward, existing authorizations outside of the CLAD/BCLAD system can earn a BCLAD authorization is provided below in the section entitled "Issues Related to the Transition to the New CLAD/BCLAD System."

By examination. Already credentialed teachers can earn a BCLAD Certificate by passing Tests 1 through 6 (covering domains 1 through 6) of the CLAD/BCLAD Examinations. Teachers who hold a CLAD Emphasis Credential or Certificate will be able to earn a BCLAD Certificate by passing Tests 4 through 6.

The CLAD and BCLAD Specialist Credentials

The final element in the CLAD/BCLAD system will be new specialist credentials. (See the bottom box in Figure 1 on page 9.) There will be two variations: a CLAD Specialist Credential and a BCLAD Specialist Credential. The CLAD and BCLAD Specialist Credentials will take the place of the current Bilingual Crosscultural Specialist Credential. A CLAD or BCLAD Specialist Credential will require the equivalent of one year of full-time study beyond the basic credential. A CLAD or BCLAD authorization, or the equivalent, will be a prerequisite.

As shown in Figure 1, the specialist credential program will focus on six domains of knowledge and skill. The specific authorization(s) that the CLAD and BCLAD Specialist Credentials will carry have not yet been determined. It is expected that holders of the Specialist Credential will work with mainstream teachers, teachers of limited-English-proficient students, other school and district staff, and parents and community members to design, implement, and evaluate effective programs for limited-English-proficient students.

The Commission is developing program standards for the CLAD and BCLAD Specialist Credential Programs. It is expected that final program standards will be adopted by the Commission by mid-1994.

Issues Related to the Transition to the New CLAD/BCLAD System

In the development of proposed policies for the implementation of the new CLAD/BCLAD system, panel members and staff have been sensitive to the status of teachers who either hold the credentials and certificates being replaced or are in progress toward earning them. Many teachers possess a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis. In addition, a large number of teachers hold a Language Development Specialist (LDS) Certificate or a Bilingual Certificate of Competence(BCC) or are currently in training designed to help them pass the exams required for those certificates. Two criteria need to be considered and balanced when developing policies that affect these teachers. First, in keeping with its role, the Commission must make sure that any teacher authorized to provide instruction to LEP students has the knowledge and skills needed. Second, in fairness to teachers, the Commission ought not enact policies that negate any current authorizations held by teachers or any progress made toward earning the credentials and certificates currently available.

The proposed regulations embody policies that, as much as possible, satisfy these two criteria. There are three groups of teachers that need to be considered. These are:

- teachers who hold current certificates that authorize instruction to LEP students,
- teachers who have satisfied most or all of the requirements for current certificates that authorize service to LEP students; and
- teachers who have passed one or two components of the BCC Examination.

The proposed policies related to each of these groups are discussed below.

Teachers Who Hold Current Certificates That Authorize Instruction to LEP Students

This set of proposed policies relates to holders of LDS Certificates, BCCs, Multiple or Single Subject Credentials with a Bilingual Crosscultural Emphasis, and Supplementary Authorizations in ESL.

A teacher who holds an LDS Certificate should be given the opportunity to exchange it for a CLAD Certificate. A teacher who holds a BCC should be allowed to exchange that certificate for a BCLAD Certificate. A teacher who holds a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis issued for life should be allowed to exchange that credential for a Multiple or Single Subject Credential with a BCLAD Emphasis. This would be voluntary and not required. There are two reasons for this proposed policy. First, LDS Certificates carry the same authorization as CLAD Certificates, BCCs have the same authorization as BCLAD Certificates, and the old Bilingual Crosscultural Emphasis Credentials have the same authorization as the new BCLAD Emphasis Credentials. Second, allowing teachers to exchange their current certificates/credentials for CLAD and BCLAD certificates/credentials would help reduce the variety of documents in the field that authorize service to LEP students. This would streamline the credentialing system and eliminate much of the confusion in the field.

A teacher who holds a preliminary, professional clear, or clear Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis is required to renew that credential. (Those credentials are not issued for life.) Upon renewal of that credential, the teacher will be given a BCLAD Emphasis Credential, for the same reasons indicated above. The holder of a preliminary, professional clear, or clear Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis need not wait, however, until renewal to obtain a BCLAD Emphasis Credential. The teacher may request an exchange at any time.

As shown earlier in Figure 2 (page 10), a CLAD Certificate authorizes two types of instruction to LEP students: instruction for English language development and specially designed content instruction delivered in English. The Supplementary Authorization in ESL authorizes only instruction for English language development. The proposed actions provide a way for holders of the Supplementary Authorization in ESL to "upgrade," if they wish, to a CLAD Certificate. The requirements for this are based on a comparison of the knowledge and skills needed for a CLAD Certificate and the knowledge and skills holders of the Supplementary Authorization in ESL can be considered to already have.

Requirements for the Supplementary Authorization in ESL include coursework in (a) methodology of teaching English as a second language, (b) sociological and psychological factors in second-language development, (c) English linguistics, and (d) intercultural communication. Compared to the requirements for a CLAD Certificate, what is missing are coursework in specially designed content instruction delivered in English and experience learning a second language. Thus, holders of the Supplementary Authorization in ESL can earn a CLAD Certificate by completing three semester units of coursework in specially designed content instruction delivered in English and satisfying the second-language requirement, described above.

Teachers Who Have Satisfied Most or All of the Requirements for Current Certificates That Authorize Service To LEP Students

This set of proposed policies relates to teachers who do not yet hold a certificate authorizing instruction to LEP students but who have completed a professional preparation program for a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis or have passed all parts of the LDS or BCC Examinations. Those who complete a program for a Bilingual Emphasis Credential should be issued a BCLAD Emphasis Credential. Similarly, teachers who have passed all parts of the LDS or BCC Examination should be allowed to use their LDS or BCC passing scores to satisfy the test requirement for a CLAD or a BCLAD Certificate earned by examination. (Applicants for a CLAD Certificate would also have to satisfy the second-language requirement.)

If the Commission did not adopt this policy, then in the future, the Commission would have to issue Multiple and Single Subject Credentials with a Bilingual Crosscultural Emphasis, LDS Certificates, and BCCs to those who are currently working on those documents while, at the same time, also issuing BCLAD Emphasis Credentials, CLAD Certificates, and BCLAD Certificates to others. Because the old and new certificates/credentials have the same authorizations, there is no need to be issuing two documents with the same authorizations. It would perpetuate rather than alleviate the confusion in the field caused by the variety of different documents that authorize instruction to LEP students.

If the policy described in the preceding section (i.e., allowing holders of the old certificates/credentials to convert them to the new certificates/credentials with the same authorizations) is implemented and this recommendation is *not* implemented, then teachers who complete a Bilingual Crosscultural Emphasis Program or pass all parts of the BCC Examination would have to apply for a Bilingual Crosscultural Emphasis Credential or a BCC. They could then apply to have their Bilingual Crosscultural Emphasis Credential converted to a BCLAD Emphasis Credential, or their BCC converted to a BCLAD Certificate. Since they can earn a BCLAD Emphasis Credential or Certificate anyway, why make them go through two applications?

If the Commission did not accept passing scores on the LDS Examination toward a CLAD Certificate, teachers who have passed that exam would have to satisfy two other current requirements for the LDS Certificate: experience and foreign language. The experience requirement is usually satisfied by two years of full-time teaching experience with LEP students. This requirement has not been applied to the CLAD Certificate for two reasons. First, teachers can earn a CLAD Emphasis Credential through a professional preparation program. They can also earn a CLAD Certificate through supplementary coursework. These routes to a CLAD Certificate do not require full-time teaching experience, and all routes to a CLAD authorization should be as congruent as possible. Second, requiring teachers to gain teaching experience with LEP students before they are authorized to teach LEP students is an unreasonable requirement that encourages misassignment.

The LDS foreign language requirement has been applied to the CLAD Certificate, although renamed the second-language requirement. There are five ways to satisfy the LDS foreign language requirement. Twelve options are being proposed for the CLAD second-language requirement. Therefore, if the Commission did not accept passing scores on the LDS Examination toward a CLAD Certificate, teachers who have passed that exam would have to earn an LDS Certificate by satisfying two additional

requirements: an unreasonable experience requirement and a more restrictive language requirement. There is no reason to continue to make teachers satisfy requirements that are no longer seen as necessary. Furthermore, once they met those requirements and earned an LDS Certificate, they could then apply to convert it to a CLAD Certificate anyway. Allowing teachers who have passed the LDS Examination to use that toward a CLAD Certificate is the more reasonable course of action.

Teachers Who Have Passed One or Two Components of the BCC Examination

Many teachers have passed one or two of the three components (methodology, culture, and language) of the BCC Examination. Hundreds more will be in that situation after the exam is given for the last time. These teachers have been in training and have been progressing toward a Bilingual Certificate of Competence. Their efforts should be respected and their progress in terms of passing parts of the BCC Examination should be applicable toward earning a CLAD or a BCLAD Certificate.

The Commission believes that teachers who have passed only one of the three BCC Examination components should be given credit toward a BCLAD Certificate for the BCC component that they have passed. This recommendation was part of Commission-sponsored AB 2987, which became law on January 1, 1993. Education Code Section 44256.6(a) states that "a teacher who earned a passing score on a part of the [BCC Examination] shall not be required by the commission, as a requirement for earning [a BCLAD Certificate] to take a duplicate examination within nine years of the date when the teacher earned the passing score." Under this provision, to earn a BCLAD Certificate, teachers who passed only the BCC Culture Component, would have to pass all CLAD/BCLAD tests except Test 5, which assesses the culture of emphasis. Teachers who passed only the BCC Language Component, would have to pass all CLAD/BCLAD tests except Test 6, which assesses the language of emphasis. Teachers who passed only the BCC Methodology Component, would have to pass all CLAD/BCLAD tests except Tests 2 and 4, which assess methodology. The passing score on the BCC component that was passed will be valid toward a BCLAD Certificate for nine years.

Teachers who have passed two of the three components of the BCC Examination, should be allowed to finish working toward a bilingual certification by passing the test(s) in the CLAD/BCLAD Examinations that correspond to the component of the BCC Examination that they have not passed. This would allow teachers with a significant investment in the current process (i.e., those who have passed two of the three BCC components) to finish what they started without having to satisfy new requirements. The tests these teachers would have to take would be new, but they would only have to take the test(s) that corresponds to the BCC component they did not pass.

If this policy were implemented, to earn a BCLAD Certificate, teachers who passed the BCC Culture and Methodology Components would have to pass CLAD/BCLAD Test 6, which assesses the language of emphasis. Teachers who passed the BCC Language and Methodology Components would have to pass CLAD/BCLAD Test 5, which assesses the culture of emphasis. Teachers who passed the BCC Culture and Language Components would have to pass CLAD/BCLAD Tests 2 and 4, which assess methodology. (As with teachers who have passed only one BCC Component, BCC passing scores will be valid toward BCLAD Certificates for nine years.) No teacher who has passed two components of the BCC Examination, therefore, will have to take CLAD/BCLAD Test 1 (covering language structure and first- and second-language development) or Test 3 (covering culture and cultural diversity, or "generic culture"). The knowledge and

skill in these domains are very important for teachers of LEP students, but because these teachers have nearly completed the current requirements, it would be unreasonable to suddenly increase the requirements.

Teachers who passed the BCC Methodology Component could use that score, within nine years, toward a CLAD Certificate. To earn a CLAD Certificate, these teachers would have to pass CLAD/BCLAD Tests 1 and 3. They would not have to pass Test 2, which covers methodology.

Although the LDS Examination is divided into two parts, it is divided by testing methodology and not by content domain. It consists of a multiple-choice section and an essay section. Both sections cover knowledge and skill in the areas of methodology and culture. Passing only one section of the LDS Examination does not demonstrate sufficient knowledge and skills in either methodology or culture, and, therefore, passage of only one section cannot be used to satisfy any of the requirements for CLAD and BCLAD Certificates.

The proposed policies discussed in this section related to the status of teachers during the transition to the CLAD/BCLAD system are operationalized in the proposed regulatory actions.

Summary of Each Proposed Regulatory Action

The proposed regulatory actions are summarized below.

§80015 Requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate

This section describes the ways that a CLAD Certificate can be earned.

Subsection (a). This subsection describes how a teacher can earn a CLAD Certificate through supplementary coursework. For a teacher who does not hold a Supplementary Authorization in ESL, there are four requirements for earning a CLAD Certificate through supplementary coursework.

(1) The teacher must possess a valid credential or permit issued by the Commission on Teacher Credentialing as specified in Education Code Section 44253.3(b)(1).

(2) The teacher must satisfy one of the twelve options for the second-language requirement. Education Code Section 44253.3(b)(3) requires that the applicant have completed six semester units of coursework in a second language at a regionally accredited institution of postsecondary education. That section also requires the Commission to establish alternative ways of satisfying this requirement. Option A is the option specified in the Education Code. Options B and C are seen as essentially equivalent to option A. Options D through H are for teachers who can demonstrate experience learning a second language by showing some proficiency in the language. Option I is seen as potentially the most valuable way of experiencing a second language. Finally, Options J, K, and L have been included to allow teachers for whom English is a second language to meet the requirement.

(3) In addition to a valid credential or permit and the second-language requirement, a teacher who wishes to earn a CLAD Certificate must complete 12 upper-division

semester units in the three domains of knowledge and skill that are seen as necessary for the successful teaching, in English, of limited-English-proficient students.

(4) The fourth requirement for a CLAD Certificate through supplementary coursework is to submit a completed application packet and fee.

(5) Holders of the Supplementary Authorization in ESL can earn a CLAD Certificate by completing three semester units of coursework in specially designed content instruction delivered in English and satisfying the second-language requirement.

Subsection (b). This subsection describes how a teacher can earn a CLAD Certificate via examinations. There are four requirements.

(1) The teacher must possess a valid credential or permit issued by the Commission on Teacher Credentialing as specified in Education Code Section 44253.3(b)(1).

(2) The teacher must satisfy one of the twelve options for the CLAD second-language requirement..

(3) The teacher must demonstrate appropriate skills and knowledge by examination. Within the context of the new CLAD/BCLAD system, this requirement consists of passing Tests 1-3 of the CLAD/BCLAD Examinations (Subsection A). These three tests cover the three domains of knowledge and skill, described earlier, that are necessary for successful teaching in English with LEP students. Option B allows teachers to use passing scores on the LDS Exam to satisfy the exam requirement for a CLAD Certificate. Option C is for teachers who have passed the Methodology Component of the BCC Exam. To earn a CLAD Certificate, they would need to pass Tests 1 and 3 of the CLAD/BCLAD Exams.

Subsection (c). This subsection indicates that the holder of an LDS Certificate can have it converted to a CLAD Certificate, if desired. It also states that the validity of an LDS Certificate is not affected by the issuance of the new CLAD and BCLAD Certificates, and that the LDS Certificate authorizes the same services as the CLAD Certificate. (This does not change the authorization of the LDS Certificate.)

§80015.1 Requirements for the Bilingual, Crosscultural, Language and Academic Development (BCLAD) Certificate

This section describes how a BCLAD Certificate can be earned.

Subsection (a). This subsection describes how to earn a BCLAD Certificate via examinations and specifies how passing scores on one or more components of the BCC Examination can be used. There are three requirements for earning a BCLAD Certificate by examination.

(1) The teacher must possess a valid credential or permit issued by the Commission on Teacher Credentialing as specified in Education Code Section 44253.3(b)(1).

(2) The teacher must demonstrate the skills and knowledge required for a BCLAD Certificate (i.e., the skills and knowledge in domains 1-6) entirely through exams or through a combination of exams and coursework. Options A and B require passing all parts of the BCC Exam or Tests 1-6 of the CLAD/BCLAD Exams, respectively. Option C is for teachers who possess an LDS or a CLAD Certificate, who have passed the LDS Exam,

or who have completed the 12 units of supplementary coursework for a CLAD Certificate. These teachers either have or are eligible for a CLAD Certificate, which represents domains 1-3. Thus, they only need to demonstrate knowledge and skills in domains 4-6 by passing Tests 4-6 of the CLAD/BCLAD Examinations. Options D, E, and F pertain to teachers who have passed two of the three components of the BCC Exam and specify that they only need to take the CLAD/BCLAD test(s) that corresponds to the BCC component that they haven't passed. Options G, H, and I cover teachers who have passed one component of the BCC Exam. They need to take all of the tests of the CLAD/BCLAD Exams except for the test(s) that corresponds to the component of the BCC Exam that they passed.

(3) The third requirement for a BCLAD Certificate through examinations is to submit a completed application packet and fee.

Subsection (b). This subsection indicates that the holder of a Bilingual Certificate of Competence may convert that document to a BCLAD Certificate, if desired. It also states that the validity of a BCC is not affected by the issuance of the new CLAD and BCLAD Certificates, and that the BCC authorizes the same services as the BCLAD Certificate. (This does not change the authorization of the BCC.)

§80015.2 Prerequisite Credential, Authorization, and Period of Validity for CLAD and BCLAD Certificates

Section 80015.2 describes the prerequisite credential or permit for (Subsection a), the authorization of (Subsections b and c), and the period of validity of (Subsection d) CLAD and BCLAD Certificates. These provisions, taken from Education Code Sections 44253.3 and 44253.4, are included in the proposed Title 5 regulations so that all important information about CLAD and BCLAD Certificates can be found, together, in the Title 5 regulations.

§80015.3 The CLAD/BCLAD Examinations

This section provides a general description of the CLAD/BCLAD Examinations (Subsection a) and indicates how to apply to take the exams (Subsection b).

§80015.4 Multiple and Single Subject Credentials with a Bilingual, Crosscultural, Language and Academic Development (BCLAD) Emphasis.

This section pertains to teachers who hold or have met all requirements for a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis.

Subsection (a). This subsection specifies that teachers who complete a preparation program for a Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis after the proposed regulations are implemented will receive the newer Multiple or Single Subject Credential with a BCLAD Emphasis.

Subsection (b). This subsection states that a teacher who holds a non-emergency Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis may convert it to a Multiple or Single Subject Credential with a BCLAD Emphasis.

Subsection (c). This subsection specifies that when a non-emergency Multiple or Single Subject Credential with a Bilingual Crosscultural Emphasis is renewed, it will be replaced by a Multiple or Single Subject Credential with a BCLAD Emphasis. (The

two types of emphasis credentials, Bilingual Crosscultural and BCLAD, carry the same authorizations.)

Documents Relied Upon in Preparing Regulations

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Alternatives Considered

The Commission must determine that no alternative considered will be more effective in carrying out the purpose for which these actions are proposed or will be as effective and less burdensome to affected private persons or small businesses than the proposed actions.