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# 3B

## Information/Action

### *Educator Preparation Committee*

### **Draft Updated Bilingual Authorization Program Standards and Teaching Performance Expectations**

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**Executive Summary:** This agenda item presents the updated Bilingual Authorization Program Standards and New Bilingual Teaching Performance Expectations for the Commission's initial review. In addition, the item presents one policy item for the Commission's discussion.

**Recommended Action:** That the Commission review the proposed draft Bilingual Standards and Teaching Performance Expectations, direct staff to gather feedback on these, and discuss the policy issue presented in the agenda item.

**Presenters:** Iyore Osamwonyi, Assistant Consultant and Miranda Gutierrez, Consultant, Professional Services Division

#### **Strategic Plan Goal**

#### ***II. Program Quality and Accountability***

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

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# Draft Updated Bilingual Authorization Program Standards and Teaching Performance Expectations

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## Introduction

This item presents an update on the work of the Bilingual Authorization panel. A proposed draft set of updated Bilingual Authorization Program Standards and Teaching Performance Expectations is also provided for the Commission's initial review. The panel has discussed the role of clinical practice in preparation leading to the bilingual authorization at length. The panel is recommending that candidates for a bilingual authorization be required to complete clinical practice in a bilingual setting.

## Overview

In [September 2019](#), staff updated the Commission regarding plans to appoint an expert advisory panel to review and propose revisions to the program standards for Bilingual Authorization programs.

At the [June 2020](#) Commission meeting, staff presented an update on the subject matter expert group composed of stakeholders, preparation program personnel, and administrators, who were tasked to review and recommend revisions to the program standards for Bilingual Authorization. A full list of the panel members and liaisons can be found in [Appendix A](#).

The Bilingual Authorization panel met over a six-month period from May through December 2020 to update the current Bilingual Authorization Program Standards as described below. The panel was charged with making expert recommendations to the Commission for the following purposes:

- a. To update the pedagogical knowledge, skills, and abilities needed by individuals seeking a Bilingual Authorization. The set of updated knowledge, skills, and abilities recommended by the panel will, if adopted by the Commission, serve as the "Bilingual Authorization Teaching Performance Expectations," or BTPEs.
- b. To update the set of program standards for the Bilingual Authorization, including clarifying and updating as needed expectations for field work within Bilingual Authorization preparation programs.

This agenda item provides a proposed draft of the updated Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations. Between May 2020 and the present, Commission staff have been working collaboratively with the panel members to analyze the current standards and provide draft revisions for the Commission's review. The panel members provided input on various aspects of the standards, including the sections that they determined needed to be updated, removed, or maintained. During the course of the work, panel members identified overarching themes they believed needed to be included in the draft revision. In addition, the panel identified the knowledge, skills, and abilities that a

bilingual teacher candidate should have at the time of recommendation for the Bilingual Authorization.

### **Background**

The Bilingual Authorization is an additional authorization that may be added to a prerequisite teaching credential — Multiple Subject, Single Subject and Education Specialist or the equivalent — and authorizes the holder to provide instruction in the language of the authorization within the content area of the prerequisite credential.

Teachers seeking a bilingual authorization have three options for obtaining the authorization:

- Completion of a Commission-approved program, or
- Taking and passing the three subtests of the California Subject Matter Examination for Teachers (CSET) for target language proficiency (reading, writing, speaking, and listening), bilingual methodology, and culture, or
- Successfully completing a combination of Commission-approved program coursework and passage of exam subtest(s).

A key distinction between candidates who complete the examination route to the authorization and those who choose the bilingual program completion route is that candidates who complete a Commission-approved program may or may not have a classroom placement or some field experience in a bilingual setting, while candidates who pass the three applicable CSETs are not required to participate in any field experience in a bilingual setting. The examination route candidates may apply directly to the Commission for a Bilingual Authorization once they have passed the three examinations. The current Bilingual Authorization program standards do not require a classroom placement. Many programs, especially those for concurrent candidates do, however, include a program requirement for a classroom placement.

### **Policy Changes in Bilingual Education**

The panel's work was grounded in and guided by policy changes that have significantly altered the landscape and influenced the preparation of and demand for bilingual teachers. These changes have resulted in the need to update the Bilingual Program Standards and expectations for candidates. In addition, in 2016 California voters passed [Proposition 58](#), which allowed school districts flexibility in how they offer bilingual education and other programs for English learners. This marked a change for bilingual education, as districts had been limited since 1998 as to how they offered bilingual education and programs for English learners.

In 2017, and in alignment with the flexibility enabled by Proposition 58, the California State Board of Education approved the [California English Learner Roadmap Policy: Educational Programs and Services for English Learners](#). The English Learner (EL) Roadmap serves as the guide for Local Education Agencies (LEAs) in implementing this policy. One important component of implementation that the panel tried to incorporate in the draft standards and BTPes is that "IHEs (Institutions of Higher Education) should prepare teachers and leaders who understand and ensure that English learners are the responsibility of all educators, to strengthen pathways for bilingual teachers, and to collaborate with accrediting agencies on these needs."

Also adding to the changing landscape of bilingual education is the California Department of Education's (CDE) [Global 2030](#) initiative, an initiative that aims to increase the number of TK-12 students who participate in programs that lead to proficiency in two or more languages. The goals of Global 2030 include:

1. Increase the number of students who graduate high school with the State Seal of Biliteracy.
2. Increase the number of dual immersion schools.
3. Increase the number of Commission-approved bilingual authorization preparation programs.
4. Increase the number of teachers with a bilingual authorization.

In addition to these initiatives, the number of Commission-approved bilingual authorization programs is steadily increasing as more program sponsors add a Bilingual Authorization program to their program offerings. Currently, there are 36 Commission-approved Bilingual programs in 16 different languages, with Spanish being the language that all programs offer in common.

With these considerations and the policy shift in California for bilingual education and for educating English learners, members of the California Association for Bilingual Teacher Educators (CABTE) engaged Commission staff in conversations in 2018 to urge the Commission to update the Bilingual Authorization Program Standards. These conversations resulted in the appointment of a panel to review the current Bilingual Authorization Program Standards and update these standards as needed.

## **Proposed Draft Bilingual Program Standards and Draft Bilingual Teaching Performance Expectations**

### ***(A) Draft Bilingual Authorization Program Standards***

The [current six Bilingual Program Standards](#), adopted in 2009, address not only what the program must offer to each candidate, but also indicates the specific knowledge and skills a candidate must have at the end of the program. The six current standards are:

- 1: Program Design
- 2: Assessment of Candidate Competence
- 3: The Context for Bilingual Education and Bilingualism
- 4: Bilingual Methodology
- 5: Culture of Emphasis
- 6: Assessment of Candidate Language Competence

The proposed draft standards, as shown in Table 1 below and [Appendix B](#), address only what the program must provide to each candidate. The specific knowledge, skills, and abilities a program completer must have are addressed in the new Bilingual Teaching Performance Expectations (BTPEs) in [Appendix C](#).

The proposed draft bilingual program standards follow the scope and sequence of the preliminary teacher preparation program standards, as shown in Table 1 below.

**Table 1: Standards Crosswalk**

<b>Preliminary Teacher Preparation Program Standards</b>	<b>Proposed Bilingual Authorization Program Standards</b>
1. Program Design and Curriculum	1. Program Design
2. Preparing Candidates toward Mastery of the Teaching Performance Expectations <ol style="list-style-type: none"> <li>a. Engaging and Supporting All Students in Learning</li> <li>b. Creating and Maintaining Effective Environments for Student Learning</li> <li>c. Understanding and Organizing Subject Matter for Student Learning</li> <li>d. Planning Instruction and Designing Learning Experiences for All Students</li> <li>e. Assessing Student Learning</li> <li>f. Developing as a Professional Educator</li> </ol>	2. Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations: <ol style="list-style-type: none"> <li>a. Engaging and Supporting All Students in Learning</li> <li>b. Creating and Maintaining Effective Environments for Student Learning</li> <li>c. Understanding and Organizing Subject Matter for Student Learning</li> <li>d. Planning Instruction and Designing Learning Experiences for All Students</li> <li>e. Assessing Student Learning</li> <li>f. Developing as a Professional Educator</li> </ol>
3. Clinical Practice <ol style="list-style-type: none"> <li>a. Organization of Clinical Practice</li> <li>b. Criteria for School Placements</li> <li>c. Criteria for the Selection of Program Supervisors</li> <li>d. Criteria for the Selection of District-Employed Supervisors</li> </ol>	3. Clinical Practice <ol style="list-style-type: none"> <li>a. Organization of Clinical Practice</li> <li>b. Criteria for School Placements</li> <li>c. Criteria for the Selection of Program Supervisors</li> <li>d. Criteria for the Selection of District-Employed Supervisors</li> </ol>
4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements	4. Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements
5. Implementation of the Teaching Performance Assessment	5. Assessment of Candidate Competence
6. Induction Individual Development Plan	N/A

The panel is recommending several important changes be included in the revised Bilingual Authorization Program Standards:

- Add a requirement for clinical practice;
- Add a glossary; and
- Include references to the newly developed BTPEs (see below).

Staff notes that at the panel’s request, the handbook that will be provided once standards and BTPEs have been adopted by the Commission will include an introduction to the standards with an overview of bilingual education and Program Planning Questions (PPQ) to guide programs in responding to the standards.

The proposed draft bilingual standards can be found in [Appendix B](#). Staff plans to seek feedback on the draft program standards, review the feedback received with the panel, and bring the standards back to the Commission at a future meeting for possible adoption.

***(B) Proposed New Bilingual Teaching Performance Expectations (BTPEs)***

The California [Teaching Performance Expectations](#) describe expected candidate competencies at the level of a beginning teacher. Until now, there have not been specific bilingual teaching performance expectations and the knowledge, skills, and abilities expected of a bilingual authorization credential holder were embedded in the Program Standards. Both the Bilingual Refresh Work Group and the current bilingual panel identified the need to develop and adopt Bilingual Teaching Performance Expectations (BTPEs). These BTPEs are recommended to build upon the universal TPEs required for Multiple and Single Subject candidates and to address competencies based in specialized knowledge needed by bilingual teachers.

The proposed BTPEs are organized by the six California Standards for the Teaching Profession (CSTP) domains below, as are all the Commission's other adopted Teaching Performance Expectations:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

The proposed draft bilingual TPEs can be found in [Appendix C](#). Staff plans to seek feedback on the draft BTPEs, review the feedback received with the panel, and bring the TPEs back to the Commission at a future meeting for possible adoption.

**Policy Issue: Clinical Practice**

As noted above, the current bilingual program standards do not specifically reference clinical practice as a requirement but do mention the importance of coaching and guiding candidates on their performance in bilingual instruction. The panel, along with the earlier [Bilingual Refresh Work Group](#) (a work group comprised of faculty from the CSU and UC systems, and private institutions who completed pre-work by analyzing the current standards in an effort move the work forward), felt it was important that candidates demonstrate their ability not only to instruct students in the state content standards, but to do so using a language other than English as the medium of teaching and learning.

The bilingual authorization standards panel recommend that the Commission require clinical experience within the bilingual program standards to allow candidates opportunities to demonstrate their use of instructional and assessment strategies as well as use of the target language to teach academic content appropriate to student language proficiency levels in both languages. The panel focused on the importance for bilingual authorization candidates to not only be proficient in the target language, but also to have the language skills to deliver the academic content in the target language.

The panel noted that the Commission’s adopted Common Standards, which address aspects of institutional infrastructure to support program quality and apply to all programs, include Common Standard 3: Clinical Practice. This standard addresses clinical experience for program candidates. In fact, the Commission took action in 2019 to allow bilingual authorization candidates who are concurrently enrolled in their teacher preparation program to complete their teaching performance assessment in the bilingual language, which indicates that many concurrent candidates are completing clinical practice in a bilingual setting.

The panel acknowledged that there is a range of potential clinical practice settings that include differing bilingual education program models commonly used in California public schools such as but not limited to dual-immersion, developmental bilingual, and heritage language programs that would need to be taken into consideration when coordinating bilingual clinical placements. They also identified that for the less commonly taught languages, (I.e., languages other than Spanish), there may be a more limited range of potential clinical field experience sites, school district bilingual programs, and program models available to these candidates for providing clinical practice opportunities.

### ***Staff Analysis***

In reviewing the panel’s rationale and recommendation for requiring clinical practice within the bilingual program standards, staff identified a number of related policy issues. These issues are discussed below. For contextual purposes, the Commission has the authority to require clinical practice of bilingual authorization candidates using the program route to the authorization but would need legislation to require clinical practice of candidates using the examination route.

### ***Routes to the Bilingual Authorization***

There are several different pathways for candidates seeking to earn a bilingual authorization:

1. Concurrent bilingual candidates,
2. Sequential bilingual candidates,
3. Candidates in the less commonly taught languages whether candidates are concurrent or sequential,
4. Candidates using the examination route, and
5. Candidates who are completing a combination of examination and program to meet the requirements for the authorization.

Concurrent bilingual candidates are candidates seeking to earn both a Preliminary teaching credential and a Bilingual Authorization as part of their initial preparation for the credential. These candidates would typically be doing field experience/clinical practice during their preliminary preparation program so a portion of the experience could potentially be in a bilingual setting, depending on the particular language.

Sequential bilingual candidates are those who already hold a credential and may already be teaching but are adding a Bilingual Authorization. Candidates who already hold a credential have demonstrated their ability to teach in a non-bilingual setting and typically hold an English Learner Authorization. Would these teachers need to demonstrate their ability to teach in a

bilingual context using the target language, or would their current experience potentially be sufficient to serve in lieu of requiring additional clinical practice in a bilingual setting?

Candidates in the less commonly taught languages would likely have limited placement opportunities, and these opportunities might not be available to all candidates for a Bilingual Authorization. The panel discussed the option that in the absence of a clinical practice placement in the less commonly taught languages, candidates could demonstrate their ability to deliver academic content in the language of instruction through specialized activities as a proxy for a clinical placement.

Candidates taking the examination route are not enrolled in or connected to a Commission-approved Bilingual Authorization preparation program, nor are they required by law to take coursework or participate in clinical practice. If subject to a clinical practice requirement, these candidates would need to find a placement, be supervised in that placement, and receive feedback on their performance. How this could be arranged would need further exploration. Also, as noted above, legislation would be needed if the Commission were to require clinical practice experiences of examination route candidates.

Candidates using a combined program/examination approach to earn the Bilingual Authorization would need tailored solutions to meet a clinical practice requirement, depending on which combination their program offers, and which mix/match combination is chosen by the candidate to meet program requirements.

#### *Added Authorizations and Clinical Practice*

There is a variety of approaches to clinical practice within the added authorization standards that the Commission has adopted. There are a number of added authorizations in Special Education that do not require clinical practice whereas the added authorization programs in math and reading include a standard on clinical practice. Those standards do not prescribe a minimum number of hours but do specify that the experiences are integrated into coursework, aligned with the candidate competencies, and that candidates are guided, coached, and receive feedback in their field experience. The Bilingual Authorization is an authorization that can be earned and added to a teaching credential (Multiple Subject, Single Subject, or Education Specialist).

#### *Would Requiring Clinical Practice be a Barrier to Preparing and Credentialing More Bilingual Teachers?*

As this item reports, at this time there are a number of efforts related to bilingual education in California and the CDE's Global 2030 initiative includes a goal to increase the number of teachers with bilingual authorizations. Adding a clinical practice requirement for candidates who earn a bilingual authorization through the examination route or for those who are earning a bilingual authorization subsequent to earning their teaching credential would clearly add a requirement for these individuals and this could decrease the number of new bilingual teachers.

### *Comparability of the Routes to the Authorization*

The Commission has historically had a policy that the routes or pathways to a credential shall have the same, or as similar as possible, requirements. When the Bilingual Authorization program standards were last updated there were two routes: program and examination. Neither route required a clinical placement. If the Commission agrees with the panel that clinical practice is essential to ensuring that bilingual teachers are prepared to be effective teachers, then including this requirement in program standards and seeking legislation to require it for candidates who take the examination would be necessary. Alternatively, the Commission could consider requiring it for concurrently enrolled candidates only and instead rely on the clinical experience completed during the prerequisite credential program to be sufficient for sequential, combination, and examination candidates.

### *How Much Clinical Practice?*

The Preliminary Multiple and Single Subject (2016) and the more recently adopted Education Specialist (2018) program standards include a minimum number of hours of clinical practice—600 hours across the program. Prior to the adoption of these standards there was no minimum number of hours of clinical practice in preliminary teacher preparation program standards. The standards addressed the required aspects of the clinical practice each candidate needed to complete and left the determination of sufficiency to the Commission-approved program.

Although the panel drafted a standard for clinical practice, they discussed that instead of a minimum number of clinical practice hours candidates could be assessed by their preparation program during the clinical practice. When a candidate demonstrates the BTPEs, the program would determine that the candidate had completed sufficient clinical practice. The panel discussed the option that in the absence of a clinical practice placement in the less commonly taught languages, candidates could demonstrate their ability to deliver academic content in the language of instruction through specialized activities as a proxy for a clinical placement. The program standards provided in Appendix B would need to be modified if the Commission decides to allow specialized activities in the Commission-approved Bilingual Authorization program as a proxy for a clinical practice in a bilingual setting.

### ***Questions for the Commission's Consideration***

Staff suggests that the Commission discuss the following policy questions with respect to the proposed draft bilingual program standards:

1. Should candidates for a Bilingual Authorization be required to complete clinical practice in their language of emphasis?
2. If the Commission supports the recommendation to require clinical practice for Bilingual Authorization candidates, should this requirement apply to all candidates or only candidates completing a bilingual program?
  - Should staff develop a legislative proposal to require clinical practice for exam route candidates?
  - Should the clinical practice requirements be different for concurrent and sequential program candidates?

- Should the clinical practice requirements be different for Spanish and the less commonly taught languages?
- 3. If the Commission supports the recommendation to require clinical practice for some or all Bilingual Authorization candidates, should this be a minimum number of hours or left to the program to determine when the candidate has demonstrated the Bilingual Teaching Performance Expectations (BTPEs)?

### **Staff Recommendation**

Staff recommends that:

1. The Commission review the proposed draft Bilingual Authorization Program Standards and the proposed new Bilingual Teaching Performance Expectations and provide any suggested edits and/or modifications to the draft standards and TPEs;
2. The Commission direct staff to conduct a field review of the proposed draft bilingual program standards and TPEs and report the findings in the form of revised drafts as appropriate at a future Commission meeting for further consideration; and
3. The Commission discuss the policy issues and implications raised in the item and provide guidance to staff as appropriate.

### **Next Steps**

Commission staff will continue to work with the panel as this work progresses. If directed by the Commission, staff will move forward to seek stakeholder input on the proposed draft Bilingual Authorization Program Standards and the new Bilingual Teaching Performance Expectations and will bring the draft standards and BTPEs back to the Commission for potential adoption at a future meeting. In addition, staff will respond to any direction the Commission might potentially provide as a result of its discussion.

**Appendix A**  
**Bilingual Authorization Work Group Members**

**Work Group Members identified by Key Stakeholder Groups**

<b>Name</b>	<b>Affiliation</b>	<b>Current Position</b>
Bradley Allen	Association of California School Administrators	Director, English Language Service Department, Twin Rivers Unified School District
Carolina Serna	Association of Independent California Colleges and Universities	Associate Professor, School of Education, Biola University
Agustin Amaro	California County Superintendent Educational Services Association	Learning Specialist, English Learners, Humboldt County Office of Education
Kati Bassler	California Federation of Teachers	English Learner Specialist, Salinas Union High School District
Fay Shin	California State University	Chair, Department of Teacher Education, CSU Long Beach
Chaz Garcia	California Teachers Association	Instructional Coach, Oakland Unified School District
Margarita Jimenez-Silva	University of California	Director of Teacher Education, Associate Professor, UC Davis

**Work Group Members**

<b>Name</b>	<b>Affiliation</b>	<b>Current Position</b>
Adam Sawyer	California State University, Bakersfield	Assistant Professor, Director of Liberal Studies, Coordinator of Bilingual Authorization
Ana Maria Flores	Sweetwater Union High School District	Retired Bilingual Teacher
Cheryl Forbes	UC San Diego	Director of Teacher Education
Claire Arias Kassir	San Diego Unified School District	English Language Instructional Resource Teacher
Eduardo Munoz-Munoz	San José State University	Assistant Professor, Bilingual Authorization Program Coordinator
Fernando Rodriguez-Valls	California State University, Fullerton	Professor, College of Education
Joanna Meadvin	Sobrato Early Academic Language	Program Coordinator
Magaly Lavadenz	Loyola Marymount University	Distinguished Professor of English Learner Research, Policy and Practice

<b>Name</b>	<b>Affiliation</b>	<b>Current Position</b>
		Executive Director, Center for Equity for English Learners
Michelle Soto-Peña	California State University, Stanislaus	Assistant Professor, Bilingual Education Advisor and Coordinator
Nilsa J. Thorsos	National University	Professor, Department of Special Education
Pilar Vargas	Sweetwater Union High School District	Assistant Principal, Montgomery High School
Soo Goda	Saddleback Valley Unified School District	Assistant Principal, Gates Elementary School
Tina Cheuk	California Polytechnic State University, San Luis Obispo	Assistant Professor, Elementary Science Education
Vickie Teshin-Anderson	Santa Clara County Office of Education	Assistant Director, Charter Schools Department

#### **California Department of Education Liaisons**

<b>Name</b>	<b>Current Position</b>
Elena Fajardo	Administrator, Language Policy and Leadership
Lorrie Kelling	Consultant, Language Policy and Leadership

#### **Commission Staff to the Panel**

<b>Name</b>	<b>Division</b>
Miranda Gutierrez	Professional Services Division
Iyore Osamwonyi	Professional Services Division

## **Appendix B**

### **Proposed Draft Bilingual Authorization Program Standards**

#### **Standard 1: Program Design**

The preliminary bilingual teacher preparation program provides an explicit guiding statement of its philosophy, purpose, and rationale relating to bilingual education as a modality for teaching and learning, advancing the educational success of bilingual learners, and facilitating the effective participation of bilingual citizens within healthy schools and communities. Consistent with the elements of the program's guiding statement, the program's design of coursework and fieldwork/clinical practice experiences organized for candidates demonstrates (a) valuing the assets brought by students to the content and practice of bilingual education; (b) promoting policies, practices, and activities for faculty, staff, and candidates consistent with the ideals of racial and social justice; and (c) supporting equity, inclusion, and anti-racist practices in all aspects of the program.

The program's design is cohesive and effective in coordinating broader activities, services, and interactions between the program and its sponsoring institution. The program's design includes providing consistent, ongoing, and timely communications to candidates, including advice and feedback regarding progress in meeting credential requirements. The program design of coursework and fieldwork/clinical practices helps provide candidates with a clear theoretical and practical understanding necessary to design and implement instruction that addresses the socioemotional, sociolinguistic, sociopolitical, and instructional needs of bilingual learners in a variety of bilingual instructional settings in California public schools.

The sponsoring institution demonstrates a high priority for the program by providing appropriate resources, support, and a demonstrated commitment to bilingual teacher preparation and bilingual education for students in California's public schools.

The roles of the program's leadership team are clearly delineated, and program leadership is provided by highly qualified faculty/staff with prior experience in a bilingual setting in California and/or the holding of a BCLAD/BCC/BILA (or the equivalent), or an advanced degree in bilingual/multicultural education or related field.

The program demonstrates initial, ongoing, and dynamic collaboration with local LEAs that serve as sites for fieldwork/practicum/student teaching placements. The program assures that candidates placed in bilingual settings within local LEAs have sufficient language ability in both English and the target language, including but not limited to academic language of both English and the target language, to provide both effective content instruction and literacy instruction to all students in bilingual settings. The program also ensures that candidates placed in bilingual settings within local LEAs are knowledgeable about the types of bilingual programs being offered to K-12 students within the LEAs, as applicable (e.g., immersion, dual immersion, two-way bilingual, etc.) so that candidates are prepared to be effective in their field placements.

The program also helps candidates make connections between the general education teaching performance expectations and the bilingual teaching performance expectations (BTPEs) so that candidates understand how these two sets of related competencies are reflected in both preparation and instructional practice with bilingual K-12 students in California public schools. The program's curriculum ensures that candidates are offered multiple opportunities and ways to learn, practice, and be assessed on the bilingual TPEs, as well as to understand the complex theoretical and practical theories of the bilingual field (e.g., language acquisition theory and practice, bilingual and multilingual instructional approaches and methodologies, cultural products and respect for cultural traditions, content instruction and assessment using more than one language as the medium of communication and assessment, etc.)

The design of the program provides candidate options for completion of the program in a concurrent model and/or as a post-credential model. The design also specifies how candidates will meet clinical practice requirements and program modality (e.g., distance, hybrid, and face-to-face) and how the program is responsive to local needs and current contextual conditions. The program also helps candidates transition to induction as appropriate, and to the opportunities for ongoing professional development in the field of bilingual education.

## **Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)**

The Bilingual Teaching Performance Expectations (BTPEs) describe the set of professional knowledge, skills, and abilities (i.e., competencies) expected of bilingual and biliterate candidates in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Bilingual Teaching Performance Expectation (BTPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the BTPEs as they apply to bilingual teacher preparation, and (b) includes program-embedded candidate assessments that provide formative feedback to candidates relative to their progress in the program and towards meeting credential requirements.

As candidates progress through the curriculum, faculty and other qualified supervisors assess candidates' pedagogical performance in relation to the BTPEs and provide formative and timely performance feedback regarding candidates' progress toward mastering the BTPEs (Appendix C).

## **Standard 3: Fieldwork and Clinical Practice**

### **a. Organization of Clinical Practice Experiences**

The program's clinical practice experiences provide candidates with a bilingual placement or another appropriate setting that offers candidates opportunities to apply bilingual pedagogies in practice. These experiences should include candidate practice with designing and implementing developmentally, linguistically, culturally appropriate, and student

content standards-aligned instructional activities for K-12 students in California public schools using the target language as well as English. Consistent with the philosophy and content of the program's coursework, these experiences are designed to extend the candidate's learning through application of theory to practice with K-12 students in California public school classrooms.

Programs must identify the amount and scope of acceptable clinical practice across the arc of the program to determine that a candidate has successfully met program expectations and requirements.

The program provides initial orientation for preparation program supervisors and district-employed supervisors of clinical practice experiences to ensure all supervisors understand their role and expectations, and that they have appropriate qualifications for their candidate supervision responsibilities (e.g., experience in a bilingual setting and/or a BCLAD/BILA/BCC, or the equivalent) to be able to provide effective guidance and feedback to candidates.

The minimal amount of supervision provided by program supervisors involving conducting a formal observation and providing feedback to each assigned clinical practice candidate must be one time per quarter or two times per semester.

#### **b. Criteria for School Placements**

Clinical practice sites should be selected that demonstrate commitment to one or more bilingual education program models, collaborative evidence-based instructional practices, and continuous improvement of the bilingual program(s) and services provided to K-12 students and their families. Clinical sites should have partnerships with appropriate other educational, social, and community entities that support bilingual education. These sites should (a) evidence a school philosophy and climate that promotes teaching and learning in more than one language; (b) place students with disabilities in the Least Restrictive Environment (LRE); (c) provide robust programs and support for all types of language learners (including but not limited to emergent bilinguals and English learners; and (d) reflect to the extent possible socioeconomic and cultural diversity. Clinical sites should also have to the extent possible a qualified site administrator who is knowledgeable about and supports the bilingual education program(s) at the site.

#### **c. Criteria for the Selection of Program Supervisors**

The program selects program supervisors who are credentialed or who have equivalent experience in bilingual, English learner, and/or world language educator preparation.

Program supervisors should be knowledgeable of the target language, language acquisition theory and practice, bilingual pedagogy, and the content area(s) of the candidate being supervised. They should also have recent professional experiences in diverse school settings where the curriculum is aligned with California's adopted content standards and frameworks and the school reflects to the extent possible the diversity of California's student population. In addition, program supervisors need to maintain up-to-date knowledge of bilingual pedagogy and effective supervision approaches such as cognitive

coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program provides opportunities for program supervisors to access training and practice in these supervision approaches as needed to support program supervisors' effectiveness in their roles with candidates.

The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the general education TPEs and the BTPEs.

**d. Criteria for the Selection of District-Employed Supervisors (also may be known as the Cooperating Teacher, Master Teacher or On-site Mentor)**

The program selects district-employed supervisors who, to the extent possible, hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience as well as a bilingual authorization or the equivalent. The program selects district-employed supervisors who to the extent possible have demonstrated exemplary teaching practices in a bilingual program and/or an English learner or World Language program, as determined by the employer.

The matching of candidates and district-employed supervisors must be a collaborative process between the school district and the program.

The bilingual preparation program provides district -employed supervisors an initial orientation to the program's curriculum, and, as needed, to effective supervision approaches such as cognitive coaching, adult learning theory, Universal Design for Learning, and andragogy., In addition, and as needed, the program also provides district-employed supervisors with knowledge of current content-specific pedagogy and instructional practices as well as to the range of instructional program types and current research-based practices in the field of bilingual education.

**Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Program Requirements**

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the BTPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who make progress toward meeting program expectations and requirements for the authorization. Appropriate information, advice, and assistance is accessible to guide candidates' satisfaction of all program requirements in addition to mastering the BTPEs.

**Standard 5: Assessment of Candidate Competence**

Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated satisfactory performance on the full range of the Bilingual Teaching Performance Expectations (BTPEs), including language proficiency, prior to candidate application for the bilingual authorization. During the program, candidates are guided and coached on their performance in bilingual instruction using formative and summative

coursework and fieldwork-embedded assessments. Evaluation as well as verification of each candidate's performance is provided by coursework faculty, qualified district-employed supervisors, and program supervisors.

As part of assessing candidate competence and readiness for application for the credential, the program must verify that the candidate has attained a language proficiency level in listening, speaking, reading, and writing the target language that is equivalent to the passing standard on the appropriate CSET: World Languages language examination. The program creates clear guidelines by which the candidate will be assessed. Assessment of candidate language competency if conducted by the program rather than through the CSET examination should include the candidate's knowledge of academic language, instructional language, and content-specific language of the target language appropriate to the credential sought by each candidate

## **Appendix C**

### **Proposed Draft Bilingual Teaching Performance Expectations**

#### **Introduction**

The Bilingual Teaching Performance Expectations (BTPEs) address those candidate competencies unique to earning a bilingual authorization. The BTPEs may overlap with but do not duplicate candidate competencies addressed in the general education teaching performance expectations. The six domains of all of the Commission's teaching performance expectations, regardless of the content area of the credential sought by candidates, are the same across all preliminary teaching credentials and their associated additional possible authorizations.

The TPEs as well as the BTPEs address the set of candidate competencies (i.e., knowledge, skills, and abilities) expected of teacher candidates at the level of being ready to begin professional teaching practice and do not reflect accomplished, veteran, or expert teaching practice.

#### **BTPE 1: Engaging and Supporting all Students in Learning**

Bilingual teacher candidates:

- a. Apply their knowledge of students, students' backgrounds, assets, learning needs and goals with respect to the state's content standards to engage and motivate students in developmentally, linguistically and culturally appropriate learning activities.
- b. Design and implement learning activities to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural, and are able to function appropriately and effectively both within and across at least two different cultures, communities, and world views.
- c. Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.
- d. Support all students in learning through respecting the dynamic nature of language change, students' own language use, cultural practice, beliefs, traditions, and values, and funds of knowledge.
- e. Promote authentic family/community engagement opportunities, including collaborating with the family/community as sources of primary language support and cultural resources to help inform candidate practice as well as to support student learning and engagement at home.
- f. Work collaboratively with parents and the community to engage them as resources to help support all students in learning.
- g. Inform their pedagogical practices with students as well as family and community outreach and partnership efforts through an assets-based, anti-racist lens.
- h. Demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on students' educational

achievement through designing plans for engaging and supporting all students in learning consistent with this foundational professional knowledge.

### **BTPE 2: Creating and Maintaining Effective Environments for Student Learning**

Bilingual teacher candidates:

- a. Demonstrate understanding that that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community by creating and maintaining a welcoming and supportive classroom or other instructional environment where all students feel valued, safe, and respected.
- b. Demonstrate understanding of the spectrum of the types of English learner students in the instructional setting as well as the community by planning classroom and/or other learning environments that take these learner's strengths and needs into consideration.
- c. Promote students' social-emotional growth, bilingual development, and sense of individual and civic responsibility using asset-based interventions and supports, restorative practices, and conflict resolution practices that foster a linguistically inclusive community where each student's linguistic repertoire is valued, empowered, and treated fairly and respectfully by adults and peers.
- d. Plan and provide effective instruction within a variety of teaching and learning environments and modes (i.e., traditional classroom instruction, hybrid instruction, and distance learning) that promote effective and productive language education, encourage mindful interactions among students, reflect diversity and multiple perspectives, and are culturally, developmentally, and linguistically responsive to the strengths and needs of the students.
- e. Maintain high expectations for content learning as well as language/literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.
- f. Establish and maintain clear expectations for mindful class behavior and for productive student to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful multilingual communications during instruction.

### **BTPE 3: Understanding and Organizing Subject Matter for Student Learning (Content Specific Pedagogy)**

Bilingual teacher candidates:

- a. Demonstrate knowledge of the academic language and content language of the applicable content standards in both English and the target language as appropriate to the developmental language levels of the K-12 students in the bilingual education program through their instructional planning and instructional activities with students.
- b. Plan content instruction that takes appropriate advantage of the relationship and transferability between primary and target language vocabulary along with grammatical and linguistic conventions and constructions to help students access the content of the curriculum.

- c. Provide students with practice in integrating the four domains of language (listening, speaking, reading, and writing) through multimodal communication, language forms, and language functions to help develop students' literacy and content knowledge in two languages.
- d. Identify and use a variety of criteria to assess the suitability and appropriateness of available instructional materials for the local context and to identify any additional needed resources to support student content learning.
- e. Select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the student content standards.

#### **BTPE 4: Planning Instruction and Designing Learning Experiences for All Students**

Bilingual teacher candidates:

- a. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes such as cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.
- b. Apply knowledge of the research on the cognitive and metacognitive effects of bilingualism, biliteracy, translanguaging, and transliteracies as developmental processes when designing and implementing engaging instructional practices with all students.
- c. Demonstrate understanding the advantages/disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language, two-way bilingual) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.
- d. Demonstrate knowledge of the most current ELD Standards and Frameworks, as well as the most current World Language Standards and Frameworks, as well as applicable content standards and frameworks, when designing learning experiences for all students.

#### **BTPE: 5 Assessing Student Learning**

Bilingual teacher candidates:

- a. Plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
- b. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
- c. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of language and content assessments (e.g., diagnostic, informal, formal, progress-

monitoring, formative, summative, and performance) to design and implement classroom assessments, including use of appropriate scales and rubrics where applicable.

- d. Collaborate with colleagues across grade levels, if applicable, and subject areas to interpret formative and summative assessment results to identify students' level of academic proficiency in the languages of instruction as well as content knowledge, and use this information in planning instruction.

### **BTPE: 6 Developing as a Professional Educator**

Bilingual teacher candidates:

- a. Demonstrate awareness of historical bias and institutional racist practices and address identifying and mitigating these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members.
- b. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.
- c. Reflect on their own teaching and learning practices and level of subject matter, andragogical knowledge, and pedagogical language knowledge (PLK) to support their professional thinking in planning, implementing, and assessing instruction to improve student language and content learning and increase student biliteracy levels.
- d. Recognize and reflect on their own values and implicit and explicit cultural and linguistic biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students.
- e. Demonstrate positive dispositions of mindfulness, caring, support, inclusion, and equity toward all students, families, and colleagues.
- f. Engage with organizations committed to the advancement of bilingual education.
- g. Under the guidance of mentors, and to the extent possible, engage, promote, and empower families' leadership development for civic engagement.
- h. Demonstrate intercultural communication, understanding, and interaction with families and the community that is linguistically and culturally responsive, respectful, affirming, and empowering.
- i. Recognize the negative effects on students of stereotyping, lack of valuing language varieties/dialects used by students, families, and the community, and lack of valuing the diversity, dimensionality, and constant flux of language vocabulary and usage and take steps to mitigate these negative effects in instructional planning, instructional activities, interactions with students, colleagues, family members and the community.