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# 2B

## Action

### *Educator Preparation Committee*

#### **Discussion and Potential Adoption of the Proposed Bilingual Authorization Educator Preparation Program Standards, Bilingual Teaching Performance Expectations, and Preconditions**

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**Executive Summary:** This agenda item presents proposed revised draft Bilingual Authorization Educator Preparation Program Standards, Preconditions, Bilingual Teaching Performance Expectations, and a glossary in addition to a plan and proposed timeline for programs to transition to the new standards and performance expectations.

**Recommended Action:** That the Commission discuss and consider for potential adoption the proposed Bilingual Authorization Educator Preparation Program Standards, Bilingual Teaching Performance Expectations, and revised Preconditions.

**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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# Discussion and Potential Adoption of the Proposed Bilingual Authorization Educator Preparation Program Standards, Bilingual Teaching Performance Expectations, and Preconditions

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## Introduction

This item presents draft Bilingual Authorization Educator Preparation Program Standards, Bilingual Teaching Performance Expectations (BTPEs), revised preconditions, and a glossary for Commission discussion and potential action. Updates on the work and earlier drafts of the standards and BTPEs were presented during the [June 2020](#), [February 2021](#), and [August 2021](#) Commission meetings.

## Background

The current Bilingual Authorization program standards were adopted in January 2008 and are comprised of the following six standards:

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 Bilingual Authorization may be added to a prerequisite credential which includes a valid California teaching credential, services credential(s) with the added special class authorization, visiting faculty permit, child development permit (excluding assistant and associate permit), or children's center permit. It may be earned concurrently with a prerequisite credential or added to a prerequisite credential at a later time. The Bilingual Authorization authorizes the holder to provide instruction within the content area of the holder's credential in the language specified by the Bilingual Authorization. Educators 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) to meet 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).

The work to update the standards was grounded and guided by recent policy changes that have significantly altered the landscape and influenced the preparation and demand for bilingual teachers. These changes have resulted in the need to update the Bilingual Authorization

program standards and expectations for candidates. The passage of [Proposition 58](#) allowed school districts flexibility in how they offer bilingual education and other programs for English learners. The [California English Learner Roadmap Policy: Education Programs and Services for English Learners](#) assists local education agencies in implementing curriculum, programs, and assessments for English learners. And finally, one of the Superintendent of Public Instruction's [Global California 2030](#) initiatives aims to increase the number of bilingual authorization preparation programs and to increase the number of teachers with a bilingual authorization.

### **Draft Bilingual Authorization Educator Preparation Program Standards and Performance Expectations**

The proposed revisions to the structure and content of the current Bilingual Authorization standards are based on work completed by the panel over the course of eight meetings in 2020 and 2021. The panel's recommended revisions are based on the expectations and responsibilities of a bilingual teacher in response to the state policy changes and initiatives in bilingual education. The panel list can be found in [Appendix A](#).

Since the Bilingual Authorization standards were adopted in 2008 much new research has emerged on the nature of bilingualism, multilingual education, translanguaging, and culturally sustaining pedagogies. As noted in the [Bilingual Authorization Program Standards Content Paper](#), bilingual teachers work with diverse students and the standards need to be responsive to the socio-linguistic, socioemotional, and sociocultural factors of the students served.

During the 2020-21 meetings, the panel reviewed the current set of program standards and discussed policy changes in bilingual education to inform the development of the proposed revised draft standards and BTPEs. This was done to determine what should be part of the program standards and what knowledge, skills, and abilities a candidate should have upon completing the program that would be reflected in the new BTPEs. The BTPEs build upon the universal Teaching Performance Expectations (TPEs) and are the knowledge, skills, and abilities that beginning bilingual educators must demonstrate.

When revising and making recommendations about standards and performance expectations, the panel endeavored to honor the linguistic diversity represented among the student population, the variety of bilingual programs available to students, and the current research on instructing and supporting bilingual TK-12 students. The revised standards include the continuous support of students' connection to their home language to sustain their home culture. Recommendations also include performance expectations for teacher knowledge of family background to form relationships. In addition, the updated program standards include a recommendation for a 20-hour field experience requirement, which is absent from the current standards. In making this recommendation, the panel asserts that candidates should have at least a minimal opportunity to demonstrate their ability to provide differentiated, responsive instruction to students in bilingual settings and to receive guidance and support from their preparation programs. The panel's rationale is included in this item.

The draft standards are organized to identify the requirements that the program must meet while the specifics of what the candidate needs to know and be able to do are identified in the

draft BTPEs. The proposed program standards and BTPEs can be found in [Appendix B](#). A glossary of terms is also included with the proposed draft standards and BTPEs and can be found in [Appendix C](#).

### **Survey on Draft Program Standards**

The BTPEs were surveyed in between March-April 2021 and an update was provided at the [August 2021](#) Commission meeting that included revisions in response to the feedback. The survey for program standards was open between July 16 and September 3, 2021. The survey link was disbursed via the PSD e-News and to members of, and liaisons to, the bilingual panel. Survey participants were asked to indicate their credential held, employer, and role within their institution. The survey feedback was also reviewed and analyzed, and revisions to the program standards were made in response to the feedback received.

A majority of survey respondents agreed that the draft program standards are clear. Some respondents indicated that teacher competencies appeared to be absent from the standards; however, these concerns are addressed in the BTPEs, which were surveyed separately and not included with the draft standards. There were a few instances where respondents indicated that terms needed to be clarified, particularly “academic language” which was also called out in the BTPE survey. Staff worked with the panel to address this feedback and make updates which are reflected in the draft standards and BTPEs.

Feedback also indicated that the language proficiency requirement was not clearly identified in the draft standards. In the current Bilingual Authorization standards, the minimum proficiency level is provided and has now been added to the proposed draft standards.

### **Fieldwork Component**

At previous Commission meetings, questions were raised about the rationale for including a fieldwork component to the proposed revised standards. The members of the panel have submitted the document included as [Appendix F](#) that provides their rationale for including this recommendation to the Commission in the proposed set of Bilingual Authorization standards.

### **Proposed Updates to Preconditions**

Staff reviewed the current preconditions for Bilingual Authorization programs and are proposing to combine preconditions one and two into a single precondition, as the evidence programs provide to demonstrate compliance for the current preconditions is similar and could be consolidated to a single precondition. All statutory requirements would still be addressed, the revised preconditions would simply streamline the process for demonstrating compliance.

Additionally, the current Bilingual Authorization precondition three addresses the responsibility of an intern program to ensure that a candidate meets the language proficiency requirement prior to recommending the candidate for the intern credential. Currently, Bilingual Authorization precondition three and Intern Program Precondition twelve address this requirement. Staff are proposing eliminating precondition three from the Bilingual Authorization preconditions and instead updating Intern precondition twelve as the responsibility to ensure the candidate has met the language proficiency requirement is that of

the intern program sponsor and does not apply to candidates adding the authorization by coursework either concurrently through a traditional student teaching pathway or after earning an appropriate preliminary credential. Proposed revisions to the Bilingual Authorization program preconditions are available in [Appendix D](#) and the proposed revisions to Intern precondition twelve is in available in [Appendix E](#).

**Plan and Timeline for Programs to Transition to the Proposed Bilingual Authorization Educator Preparation Program Standards and Bilingual Teaching Performance Expectations**

If the Commission adopts the revised program standards and BTPEs, currently approved Bilingual Authorization programs will need time to learn about and fully understand these new standards and performance expectations. Further, institutions will need time to collaborate with their own faculty and TK-12 partners in determining what curricular and fieldwork changes need to be made to their programs and to complete their internal institutional processes to address and implement those changes.

If the draft standards and BTPEs are adopted, staff will use the remainder of the 2021-22 and the 2022-23 year to focus on supporting programs in gaining an understanding of the revised draft program standards and BTPEs and allowing institutions time to make curricular changes to their program. Beginning with the 2023-24 academic year, all programs would be required to fully meet the revised draft program standards and BTPEs. The table below presents the proposed timeline for implementation of the proposed program standards, and BTPEs should the Commission take action to adopt them.

Activity	Timeline
Commission adopts proposed revised Bilingual Authorization program standards and BTPEs.	December 2021
Technical Assistance is provided to programs to understand and transition their programs to the revised program standards and BTPEs.	January 2022 to June 2023
Institutions submit a Transition Plan identifying the planned modifications to meet the updated program standards and BTPEs.	January 31, 2023
No new candidates may be enrolled in programs under the former Bilingual Authorization program standards.	July 1, 2023
All programs are aligned with the revised program standards and BTPEs.	Academic Year 2023-24

**Staff Recommendation**

That the Commission discuss and consider for potential adoption of the proposed Bilingual Authorization Educator Preparation Program Standards, BTPEs, and revised draft preconditions.

**Next Steps**

If the Commission takes action to adopt the Bilingual Authorization Educator Preparation Program Standards, BTPEs, and preconditions, staff will notify the field and implement the plan for transitioning to the new standards as described in this agenda item. In addition, staff will present an agenda item to place these standards into regulations at a future meeting.

## Appendix A Bilingual Authorization Panel

### Liaisons from Statewide Advocacy Organizations

Name	Affiliation	Current Position
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
Agustín 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

### Expert Panel Group Members

Name	Affiliation	Current Position
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 Muñoz-Muñoz	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

<b>Name</b>	<b>Affiliation</b>	<b>Current Position</b>
Magaly Lavadenz	Loyola Marymount University	Distinguished Professor of English Learner Research, Policy and Practice 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 Educator Preparation Program Standards

#### Standard 1: Program Design

The bilingual teacher preparation program provides an explicit guiding statement of its philosophy, purpose, and rationale relating to bilingual education. This guiding statement acts 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 field experiences for candidates demonstrate (a) valuing the linguistic and cultural 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 ethnic, racial, and social justice; and (c) supporting equity, inclusion, and racially sensitive practices in all aspects of the program.

The program's design is cohesive and effective in coordinating activities, services, and interactions between the program and its sponsoring institution. The program's design of coursework and field experiences provide candidates with a clear theoretical and practical understanding necessary to design and implement instruction that addresses the sociocultural, socioemotional, sociolinguistic, sociopolitical, and instructional needs of bilingual learners in a variety of bilingual instructional settings in California public schools.

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

The program demonstrates initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) that serve as sites for field experiences so that candidates have opportunities to apply concepts and knowledge as described in the Bilingual Teaching Performance Expectations (BTPEs). The program ensures that candidates gain knowledge and experience, through coursework and fieldwork in bilingual LEA settings, about the types of bilingual programs being offered to TK-12 students (e.g., one-way immersion, dual immersion, -, developmental), so that candidates are prepared to be effective in their field placements.

The program helps candidates make connections between the universal teaching performance expectations and the bilingual teaching performance expectations so that candidates understand how these two sets of related competencies are reflected in both preparation and instructional practice with bilingual TK-12 students in California public schools. The program's curriculum ensures that candidates are offered opportunities such as peer collaboration and other ways to learn, practice, and be assessed on the BTPEs, 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, English Language Development instruction,



content instruction and assessment using more than one language as the medium of communication and assessment).

The design of the program includes options for candidates to complete the program in a concurrent model and/or as a post-credential model and takes into consideration a candidate's prior bilingual teaching experiences toward meeting program requirements. The design also specifies how the program is responsive to local needs and current contextual conditions. The program provides opportunities for ongoing professional development in the field of bilingual education and the program helps concurrent candidates transition to teacher induction.

### **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 to be able to effectively educate and support all students in meeting the state-adopted academic content standards.

The program's coursework and field experience provide opportunities for candidates to learn, apply, and reflect on each 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 requirements for the authorization.

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

### **Standard 3: Field Experience**

The program demonstrates initial and ongoing collaboration with LEAs that serve as sites for field experiences so that candidates have opportunities to apply concepts and knowledge as described in the BTPEs. The program provides candidates with opportunities to apply bilingual pedagogies in practice in a bilingual setting through a bilingual system of support that includes linguistic proficiency, cultural responsiveness, and pedagogical competence. The program provides candidates with guidance and assistance by qualified and trained bilingual mentors to guide improvements in practice. The program provides candidates with experiences that are integrated into coursework and are aligned with the BTPEs. Field experiences must consist of a minimum 20 hours of field experience throughout the bilingual authorization program.

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

Program faculty, supervisors, and mentors 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, using documented evidence, that each candidate has demonstrated satisfactory performance on the full range of the BTPEs and language proficiency in accordance with this standard. 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, mentors, and program supervisors.

The program must assess candidate competence and readiness by verifying 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. This performance level is set at a minimum of [ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages](#). The program creates clear guidelines by which the candidate will be assessed. If assessment of candidate language competency is conducted by the program, rather than through the CSET examination, the assessment must measure the candidate's knowledge of linguistic repertoires and registers across contexts, instructional language, and content-specific language of the target language appropriate to the credential sought by each candidate.

## **Bilingual Teaching Performance Expectations (BTPE)**

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

Bilingual teacher candidates:

1. Apply their knowledge of students, students' backgrounds, assets, learning needs, and goals using the state-adopted academic content standards to engage and motivate students in developmentally, culturally, and linguistically appropriate learning activities.
2. Collaborate with colleagues to design and implement learning activities through a transnational lens to support and improve student achievement and promote learning in two languages such that all students have opportunities to become bilingual, biliterate, and bicultural.
3. 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.

4. Recognize students' transnational educational and cultural experiences and ongoing transnational participation of their communities and apply these understandings within culturally and linguistically appropriate learning activities and engagement with families.
5. Collaborate with colleagues to promote authentic family/community engagement opportunities, including collaborating with the family/community to engage them as assets to help and support all students in learning and engagement at home.
6. Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based racially sensitive lens.
7. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

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

Bilingual teacher candidates:

1. Demonstrate an understanding that students' motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.
2. Create and maintain a welcoming and supportive classroom or other instructional environment where all students feel valued, safe, and respected by adults and peers.
3. Demonstrate an understanding of the typologies of English learner students in instructional and community settings by constructing classroom and/or other learning environments that include these learner's assets and needs.
4. 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.
5. Plan instruction within a variety of teaching and learning environments that promote 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.
6. Maintain high expectations for content learning as well as language and literacy learning within a bilingual instructional program or setting, with appropriate support for the full range of learners in the setting.
7. Establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.

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

Bilingual teacher candidates:

1. Demonstrate knowledge of the linguistic repertoires and registers across contexts and content areas 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.
2. Collaborate with colleagues to plan content instruction that acknowledges 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.
3. 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.
4. 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 resources to support student content learning.
5. 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 content standards.

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

Bilingual teacher candidates:

1. Design learning experiences for all students to help develop bilingualism and biliteracy that are supported by developmental linguistic processes including but not limited to cross-linguistic transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, and translanguaging.
2. 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.
3. Demonstrate understanding of the advantages, disadvantages, goals, and instructional practices of different research-based bilingual program models (e.g., immersion, dual language) when designing learning experiences for all students consistent with the requirements and characteristics of the specific program model and instructional setting.

4. Demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.

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

Bilingual teacher candidates:

1. Collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.
2. Employ a variety of culturally relevant, unbiased instructional and assessment strategies, appropriate to student language proficiency and developmental levels in both languages, that assess student achievement while also providing opportunities as appropriate for students to demonstrate higher-order thinking skills.
3. 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.
4. Collaborate with colleagues across grade levels and subject areas, as applicable, 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:

1. Demonstrate awareness of historical bias and practices of institutional racism and identify and mitigate these biases and practices in their own thinking, instructional planning, and interactions with students, colleagues, family, and community members to support and increase student biliteracy levels.
2. Apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.
3. Demonstrate awareness of organizations committed to the advancement of bilingual education.
4. Engage, promote, and empower families' leadership development for civic engagement under the guidance of mentors.

5. Demonstrate intercultural communication, understanding, and interaction with families and the community that is linguistically and culturally responsive, respectful, affirming, and empowering.
6. 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 of language.
7. Understand the constant flux of language vocabulary and usage and take steps to mitigate interference between languages in instructional planning, instructional activities, interactions with students, colleagues, family members, and the community.

## **Appendix C**

### **Glossary of Terms**

**Asset-Based Interventions and Supports:** Asset based approaches that value the capacity, skills and knowledge and connections in individuals and communities. Interventions and supports focus on the positive capacity of individuals and communities rather than solely on their needs, deficits, and problems.

**Bilingualism:** The ability to speak two or more languages. Bilingualism can be understood within a social context as well as a social and cultural experience.

**Bilingual Program Models:** Various instructional programs to support emergent bilinguals. These models have different goals in mind with some focusing on developing English proficiency and others focus on developing bilingualism and/or biliteracy skills. Models can be categorized into four types. See Developmental Bilingual Program, Dual Language Immersion Program, One-Way Immersion Program, and Transitional Bilingual Education.

**Concurrent Candidates:** candidates seeking to earn both a Preliminary teaching credential and a Bilingual Authorization as part of their initial preparation for the credential.

**Contrastive Analysis:** The systematic study of a pair of languages with the purpose of identifying their structural differences and similarities

**Cross-Linguistic Transfer:** Language learners' use of linguistic knowledge of one of their languages to leverage the learning of another language.

**Culturally and Linguistically Appropriate Learning Activities:** Activities that build on decades of asset-based pedagogical research including culturally relevant pedagogy and culturally responsive and linguistic pedagogy.

**Culturally Relevant:** Theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate.

**Culturally Responsive:** Recognizing and incorporating the cultural resources and strengths all students bring into the classroom and ensuring that learning experiences are relevant to all students.

**Culture:** Cultural elements, such as language, religion, symbols, and routines interact through wars, migrations, explorations, the influence of travelers, merchants, holy men and women, philosophers, teachers, soldiers, rulers, citizens and subjects, and more. Educational institutions, educators, and educational materials count among the most effective agents of cultural development, change, and perhaps even “transfer”.

**Cultural Products:** Aspects of material culture composed of the things that humans make and use. This aspect of culture includes technology, clothing, film, music, literature, and art, among others.

**Developmental Bilingual Program:** Programs that provide instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in students' first and second languages. This program is typically found in kindergarten through grade eight but may be offered through grade twelve.

**Distance Learning:** May include video or audio instruction in which the primary mode of communication between the student and instructor is virtual interaction, instructional television, video, or telecourses. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

**Dual Language Immersion Program (Two-Way Immersion):** Language learning and academic instruction for native speakers of English and native speakers of another language. The goals of dual-language immersion programs are language proficiency and academic achievement in students' first and second languages, and cross-cultural understanding. This program is typically found in kindergarten through grade eight, but may be offered through grade twelve. Dual Language Immersion and Two-Way Immersion are synonymous.

**Educational Achievement:** Educational (academic) achievement or (academic) performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

**Formative Assessment:** A range of formal and informal assessment procedures including diagnostic tests, formative feedback, and formative evaluation used by teachers to modify instruction to meet students' needs and improve student achievement.

**One-Way Immersion Program:** Instruction in English and another language for non-speakers of the other language, with the goals of language proficiency and academic achievement in English and the other language, and cross-cultural understanding. This program is typically found in kindergarten through grade eight but may be offered through grade twelve.

**Intercultural:** Relating to or representing two or more cultures.

**Linguistic Repertoires:** The set of skills and knowledge a person has of one or more languages, as well as their different varieties.

**Multicultural:** Consisting of or relating to many people of many nationalities and cultures.

**Multilingual:** Consisting of or relating to learners who are learning the language of instruction at the same time they are learning rigorous academic content.



**Registers:** A variety of language used for a particular purpose or in a particular communicative situation.

**Social Justice:** Social justice in education refers to a commitment to challenging social, cultural, and economic inequalities imposed on individuals arising from any differential distribution of power, resources, and privilege.

**Social-emotional Learning:** The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Sociolinguistic:** Language is living and ever-changing, influenced by contact in social spaces; language status depends on sociopolitical context and can accelerate language loss; metalinguistic awareness helps bridge languages for bilinguals and multilinguals.

**Sociopolitical:** A sociopolitical perspective on bilingual education highlights these concepts: education is situated within a complex system shaped by a range of policies (e.g., immigration, education, language, social). Power differentials influence programs, curriculum, instruction, and assessment. Critical pedagogy and critical consciousness as a guide for equity and democracy.

**Target Language:** Refers to the language learners say, read, hear, write, and the production and reception of language on the part of learners, educators, and materials.

**Transitional Bilingual Education:** Provides instruction for English learners utilizing English and students' native language for literacy and academic instruction, with the goals of language proficiency and academic achievement in English. Students typically transition to "English only" instruction by third grade. This program is typically found in kindergarten through grade three but may be offered at higher grade levels.

**Translanguaging:** Refers to using linguistic repertoire, without regard for socially and politically defined language labels or boundaries.

**Transnational:** Describes policies and languages that extend across national boundaries.

## **Appendix D**

### **Proposed Bilingual Precondition**

#### **1) Prerequisite Credential**

An institution operating a program for the Bilingual Authorization must verify, prior to recommending a candidate for the authorization, that the candidate holds a prerequisite credential or is recommended for a prerequisite credential simultaneously. The prerequisite credential must include an English Learner authorization or the candidate must be eligible for an English learner authorization pursuant to the provisions of Education Code section [44253.4\(b\)\(1\)](#) and 5 California Code of Regulations (CCR) sections [80015.1\(a\)\(1\)](#) and [80015.2](#).

Acceptable prerequisite credentials include a valid California teaching credential, services credential(s) with the added special class authorization, visiting faculty permit, child development permit (excluding assistant and associate permit), or children's center 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: emergency credentials or permits, exchange credentials as specified in education code section 44333, district intern credentials as specified in education code section [44325](#), sojourn certificated employee credentials as specified in Education Code section [44856](#), and teacher education internship credentials as specified in education code Article 3 (commencing with Education Code section [44450](#)) of Chapter 3.

## **Appendix E**

### **Proposed Intern Precondition**

#### **12) Bilingual Language Proficiency**

Intern programs must verify that candidates who are dually enrolled in a Bilingual Authorization program have 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 prior to recommending for the intern credential. This performance level is set at a minimum of [ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages](#). Programs must submit evidence to the Commission which demonstrates how the program ensures that candidates meet the requirement. Reference: Education Code Section [44325\(c\)\(4\)](#).

**Appendix F**  
**Bilingual Authorization Panel: Fieldwork Rationale**  
**November 17, 2021**

**What is the specific rationale and research supporting a fieldwork requirement for teachers earning a bilingual authorization?**

Fieldwork in a bilingual setting is designed on the basis of a clearly articulated theory of teaching and learning--culturally responsive instruction and language acquisition theories and practices that are research and evidence based and in alignment with the rationale for the general requirement of 600 hours (Alsop & Ryan, 1996; Cho & Adams, 2018; Kirk & Podolsky, 2016; Tippa & Mane, 2018). The rationale to support the preparation of bilingual/dual language immersion educator candidates in learning to teach students of diverse backgrounds and language learning experiences effectively in language immersion settings applies the principles of building their expertise through participation and apprenticeship (Rogoff, 1995). New candidates and experienced educators are offered opportunities, or 'bilingual zones of possibilities', to experience teaching in language immersion settings, observe and learn language immersion-specific pedagogical knowledge, skills, and abilities in practice. (Aquino-Sterling & Rodriguez-Valls, 2016; Carrington & Selva, 2010; Cho & Adams, 2018; Cho & Johnson, 2019; Moll & Greenberg, 2005). This includes experiential learning in subject-specific pedagogy; designing and implementing language immersion curriculum and assessing language learning; understanding and analyzing student achievement outcomes to improve language immersion instruction and improve learning outcomes for emergent bilingual students (Scalafani, C., 2017; Schall-Leckrone, L., 2018; Zavala, 2017).

- The current (to be updated in these proposed standards) Bilingual Authorization program standards contain specific practices which are extended and made more concrete, context-dependent in the proposed revised standards.
- General education knowledge and skills do not simply transfer with the addition of certain language skills and theoretical foundations. Such framing may unduly reduce the actual complexity of the bilingual tasks and oversimplify the individual and cultural needs of emergent bilinguals (Hernández, 2017). As such, in line with the same rationale that supports that all aspiring teachers need to engage in a minimum level of field practice (Commission credential program standards), bilingual authorization candidates should demonstrate that they can bridge theory into practice working in real-life, concrete scenarios with emergent bilinguals.
- A minimum field experience requirement contributes to the professionalization and proper recognition of the role of bilingual teachers in actual context-specific teaching. The work and responsibilities of bilingual teachers is often disregarded and rendered "invisible" (Amanti, 2019).
- A bilingual authorization is organized around the new Bilingual Teaching Performance Expectations (BTPEs) and requires that candidates have opportunities to demonstrate application to practice in complex language environments (Palmer & Martínez, 2013).
- Candidates need to provide observable evidence about equitable interaction with language majority and language minority learners, by negotiating spaces, design,

planning of instruction around content, process and products of learning in two language systems with social emotional and academic implications for both groups (Joseph & Evans, 2018).

- The integration of bilingual-specific knowledge, bilingual stances, and practical skills can only be accurately appraised past the theoretical realm through the observation of field practice given the sociolinguistic idiosyncrasy of each bilingual setting (Garza et al., 2020).

### **What is the rationale and research behind the specific proposed timeframe of 20 hours?**

The rationale behind a minimum of 20 hours of field experience is to construct a schedule in which all of the elements of the BTPEs may be visited via opportunities to experience teaching in bilingual settings, observe and learn language immersion-specific pedagogical knowledge, skills and abilities in practice. More importantly, it leads to language immersion educators seeking more opportunities to collaborate with other experienced and new language immersion educators and may lead to more collaborative communities of practice around the unique needs of emergent multilingual/multi-literate students (Cho & Johnson, 2020).

- The 20-hour requirement establishes the minimum length of field experience that allows for a candidate to develop meaningful connections with a teaching context and emergent bilinguals and deploy observable instructional practice (i.e., bilingual teaching and other professional practices that a field supervisor can ascertain and provide feedback).
- The time requirement allows for the logistic demands of a new practice for those experienced educators seeking to work in the language immersion-setting.
- This requirement is driven by a vision of equity for students.
- Accordingly, for candidates obtaining their bilingual authorization concurrently with their credential, these hours can be embedded in their 600 hours of general field placement.
- For already credentialed teachers, districts (which are often eager to recruit bilingual teachers), can facilitate this requirement with internal arrangements.

### **How do the variety of ways that the fieldwork can be completed (fieldwork options) specifically demonstrate the skill and/or competencies?**

The variety of options or examples in which fieldwork can be completed gives a specific manner in which candidates can demonstrate knowledge, skills, and abilities. All of these options allow a language-immersion educator to demonstrate language competency and languaging skill (language usage in context). Educator understanding of language variation and inclusivity, formative and summative assessment. Knowledge of linguistic dominance and inequity in policies and programs on the effectiveness of bilingual education in the United States. Educators also need to take into account bilingual methodology, and the cultures of decolonizing, emphasis--historical and sociocultural contexts. The panel and other collaborators provided a number of examples of opportunities for field experiences that could be effective for all bilingual candidates. Examples of field experiences for candidates include:

- Virtual teaching options where the preparation program collaborates with local bilingual education programs and/or heritage language programs/schools in the local community to develop lessons on virtual platforms.
- Designed experiences to practice within flexible times, synchronously or asynchronously, including classroom observations of bilingual education classrooms.
- Video comparative analysis between English-medium classroom and bilingual education classrooms to include a focus on literacy development of named languages: L1 (mother tongue) and L2 (standardized language and languaging), biliteracy, crosslanguage transfer, use of language of instruction, code-switching, code-mixing, translanguaging in content area learning, assessment for TK-12 student learning, and assessment for candidate teaching effectiveness.
- Focused conversations (virtual or in person) with certificated bilingual teachers about their own practice and program challenges, including, but not limited to, a focus on dual language classroom management, language and literacy assessment, and content area learning assessment.
- Experienced teachers may complete a field experience within their own classroom if bilingual instructional conditions with a defined target-language student group is present, and the group receives sustained and planned bilingual instruction, and mentor observation is arranged.
- Participation in school and district committees, district level activities, leadership teams, professional associations, and professional learning relating to dual language learning, bilingual literacy, and bilingual education theory and practice.
- The fieldwork options add to the awareness, internalization and application of skills and competencies outlined in both program standards and BTPEs.
- Regardless of the modality and/or setting of the fieldwork hours, candidates must show competency in all the elements included in program standards and BTPEs.
- When completing fieldwork hours, candidates are able to connect theory with practice.

**Will having a fieldwork component create an unnecessary barrier for candidates to earn the bilingual authorization? If not, why not?**

Ensuring maximum flexibility to provide opportunities for bilingual candidates to observe, demonstrate and reflect are foundational in removing any barriers to achieving the bilingual authorization and to ensure both quality and retention (Hogan, Gordon, D. & Donovan, 2017; Freeman & Freeman, 2015). As such, varied and flexible types of fieldwork experiences engaged in a language immersion setting is an enriching activity for any educator. In fact, immersion educators seek opportunities to collaborate, participate in professional learning communities, and observe one another. As Kleyn and Makar (2015) state "...these understandings can also be brought to the developers to inform and improve upon the current guidelines in order to be more inclusive of bilingual settings" (p. 104). In fact, educators can apply research findings that illustrate that supportive teaching experiences matter; they lead to better student outcomes and teacher retention (Kini & Podolski, 2015). For new bilingual teachers, supporting collaborative professional learning cultures (Martínez-Álvarez, Cuevas, & Torres-Guzmán, 2017) sets a precedent to ensure educators never become too siloed in their teaching and for experienced educators it allows them an opportunity to share and amplify their skills as

educators to nascent language immersion educators. Ensuring the quality of field experiences also sustains beginning bilingual educators; retains them in the profession and can develop/improve district-university partnerships as dual language programs increase (Lavadenz et al, 2021).

- Fieldwork is never viewed as a barrier in the teaching profession: it is an opportunity to demonstrate skills or competencies.
- It is an established practice to require fieldwork for certification of credentials.
- Without fieldwork, capacity to develop and implement the necessary instructional practice would not be evident.
- The fieldwork component will certainly create opportunities for language immersion candidates to refine their abilities. It is a vital component in order to take the candidate from theory to practice with support from a program supervisor.
- Fieldwork is a unique and fundamental right for all candidates to develop their skills.
- Fieldwork contributes to the professionalization status and professional capital of bilingual teachers in the field as they become recipients of an authorization.

### **Why is the fieldwork requirement the same for prospective and experienced teachers?**

Field experience allows for the application of knowledge, skills, and abilities. However, for an experienced educator who is seeking to add on a bilingual authorization, the field experience requirement differs in both time and application of knowledge, skills, and abilities in the following ways:

- Differentiated fieldwork hours can account for previous practice and build upon those for targeted bilingual/dual language practice.
- Experienced teachers have taught in a monolingual English classroom and will build, apply, and extend their knowledge, skills, and abilities, given that they have not experienced teaching in a in a different/dual/bilingual language environment. Teachers come to learn that there is a need to teach in another language and ensure both languages have equitable status and time dedicated to each, and balance socio-cultural perspectives within the classroom dynamics. These three issues may not exist in an English only instruction classroom even with students designated as English Learners (Quezada & Alexandrowicz, 2019).
- The requirements are flexible and can vary depending on setting (dual language immersion, one-way immersion) and subject matter--e.g., single subject and multiple subject, as well as for dual credential candidates in bilingual special education (Rodriguez & Carrasquillo, 1997; Hernandez, 2017).

### **What specific skills or competencies are being addressed with the field experience?**

As with any credential program, candidates must demonstrate performance expectations defined in the knowledge, skills, and abilities of BTPEs prior to earning the credential or authorization.

- For the bilingual authorization programs, the BTPEs will be assessed in fieldwork and in coursework as designed by each program.
- Teachers should demonstrate ease in teaching in another language.
- Ensure the program gives both languages of instruction equitable status.
- Allocate sufficient time to learning and using each language proficiency.
- Use formative and summative assessment practices appropriate for each language
- Balance socio-cultural perspectives within the classroom dynamics.
- These three issues do not exist in an English only instruction classroom even with English Learner students.
- Demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments.
- Apply pedagogical theories, principles, and instructional practices for language acquisition.
- Demonstrate the application of language acquisition theories.
- Demonstrate cultural and sociolinguistic competence.
- Demonstrated ability to use assessment data to raise student achievement.
- Promote equity and a climate of belonging.
- Plan collaboratively so they can share the responsibility for instruction and grouping.
- Prepare and implement lesson plans that incorporate language within content goals.
- Demonstrate competency of language domains in target language (listening, speaking, reading, writing and (metacognition--is essential and observable during fieldwork).
- Application of explicit instruction, particularly in the areas of “phonological awareness, phonics, vocabulary, oral reading fluency, reading comprehension, and writing”.
- Demonstrate ability to lead students in meaningful collaborative, interpretive and productive interaction.

### **How do the hours map to the field experiences?**

Program sponsors determine how elements of the BTPEs are mapped to the field experiences. These hours should be organized to allow for the application and observation of all requisite knowledge, skills, abilities, and practices.

- Organize by contacts (meetings) with specific BTPE focus six to eight meetings with “supervisor”.
- Clinical Practice Contact log--meetings/discussions and sharing.
- Clinical Supervision Report--e.g., complete lesson.
- Fieldwork Assessment--BTPEs.
- Subject Specific Assessment (e.g., teaching math, history-social sciences, science, physical education & health, and visual & performing arts).



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