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Action

General Session

Approval of the December 2023 Consent Calendar

Executive Summary: The Commission will review and approve the December 2023 Consent Calendar.

Recommended Action: That the Commission approve the December 2023 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

Presenter: None

Consent Calendar

Division of Professional Practices Action Items

For your adoption, the following items have been placed on the Consent Calendar for the December 7-8, 2023 meeting of the California Commission on Teacher Credentialing:

RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BALLASTEROS, Grayson**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

2. **BERNAL MARTINEZ, Eloy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

3. **BROOKNER, Lance**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

4. **BURA, Francesca**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

5. **CAREY, Marilyn**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

6. **CARLTON, Joshua**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

7. **CERVANTES, Jose**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

8. **CHANG, Taek**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

9. **COSE, Michiel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code section 44421.

10. **DE ALTONAGA, Maria Rosa**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

11. **DIPIERRO, Nicholas**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

12. **DOLAN, Jascha**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

13. **FORRESTER-WOOD, Cameron**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

14. **FRANKO, Sara**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

15. **FUERTES PRADO, Juan**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

16. **GARNER, JR., Ronald**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and the pending application is **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

17. **GARRETT, Jennifer**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

18. **GAYTAN-MURO, Ramiro**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

19. **HARTLOFF, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

20. **HUBER, Carson**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421, and the pending application is **granted**.

21. **HUNTER, Aaron**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

22. **JACKSON, Ashley**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

23. **KONO, Steven**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

24. **LEAKE, Samuel**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

25. **LEARY-PESCE, Bridget**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy-five (75) days** as a result of misconduct pursuant to Education Code section 44421.

26. **LOVEALL, Russell**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

27. **MAAS, Darby**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

28. **MADRIGAL, Alec**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

29. **MARTINEZ, Paul**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of one hundred eighty (180) days** as a result of misconduct pursuant to Education Code section 44421.

30. **MCDONNELL, Daniel**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

31. **MCINTYRE, Elysian**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

32. **MCNULTY-KOWAL, Eryn**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

33. **MENDONCA, Andrew**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

34. **MERCER, Paige**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

35. **MOE, Melissa**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

36. **MOURA, Marla**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

37. **MURPHY, Raymond**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

38. **NYMAN, Gerard Nils**

He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421, and the pending applications are **granted**.

39. **O'BRIEN, Emily**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

40. **OCHOA, Angelica**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44420, and the pending application is **granted**.

41. **OLIVERA, David**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

42. **OROZCO, Agustin**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

43. **PURTELL, Michael**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

44. **RAY, Runa**

She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

45. **REED, Tanya**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seventy-five (75) days** as a result of misconduct pursuant to Education Code section 44421.

46. **SATO, Ashly**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fifteen (15) days** as a result of misconduct pursuant to Education Code section 44421.

47. **SHAW, Jeremy**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.

48. **SHIN, Steve**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

49. **STEBBINS, Melinda**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

50. **THOMPSON, Todd**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44421.

51. **TOSH, Stephanie**

The pending application is **denied** as a result of misconduct pursuant to Education Code section 44345.

52. **TRUESDALE, Amanda**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** as a result of misconduct pursuant to Education Code section 44421.

53. **WEINSTOCK, Cyndie**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of ninety (90) days** as a result of misconduct pursuant to Education Code section 44421.

REMANDS SUSTAINED BY THE COMMITTEE OF CREDENTIALS

54. **MEAD, Jeffrey**

All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of five (5) days** as a result of misconduct pursuant to Education Code section 44420.

CONSENT DETERMINATIONS

The following consent determinations have been recommended by the Committee of Credentials pursuant to Title 5, California Code of Regulations section 80320, which allows the Committee of Credentials to recommend to the Commission a settlement upon terms which protect the public, schoolchildren, and the profession.

55. **BECKMAN, Anthony**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

56. **BOYD, Rupi Kaur**

The Attorney General's Consent Determination stipulates to **revoke** the Clear Administrative Services Credential and Administrative Services Credential Certificate of Eligibility, **deny** the renewal application for the Clear Administrative Services Credential, and **suspend** the Clear Multiple Subject Teaching Credential and Clear Cross Cultural, Language and Academic Development Certificate for a period of one hundred eighty (180) days as a result of misconduct pursuant to Education Code sections 44421 and 44345.

57. **BURQUEZ, Anita**

The Attorney General's Consent Determination stipulates that all certification documents are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

58. **DE LA ROSA, Edward**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, and he is **placed on probation for a period of five (5) years**, as a result of misconduct pursuant to Education Code section 44421.

59. **GERGOVA, Elitza**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, and she is **placed on probation for a period of five (5) years**, as a result of misconduct pursuant to Education Code section 44421.

60. **KNIERIM, Tyson**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

61. **PARK, Daniel**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

62. **PEREZ, LUPE**

The Attorney General's Consent Determination allows him to **withdraw** his application for a Certificate of Clearance as a result of misconduct.

63. **RAWLS, Darryl**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked**; however, the **revocation is stayed**, and she is **placed on probation for a period of three (3) years**, as a result of misconduct pursuant to Education Code section 44421.

64. **STOOKEY, Jake**

The Attorney General's Consent Determination allows him to **self-revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission pursuant to Education Code section 44423 and stipulates that any subsequent applications submitted will be rejected.

CONSENT DETERMINATION – PETITION TO REVOKE PROBATION

65. **FARMER, Tamara**

The Attorney General's Consent Determination stipulates that all certification documents are **revoked** as a result of misconduct pursuant to Education Code section 44421.

DEFAULT DECISIONS AND ORDERS FOR ADOPTION

A Deputy Attorney General has prepared the following Default Decisions and Orders for the Commission's adoption:

66. **BERRY, Daniel**

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

67. **DHILLON, Tanvir**

In accordance with the default provisions of Government Code section 11520, his credentials are **revoked**.

68. **WILTON, Nicole**

In accordance with the default provisions of Government Code section 11520, her credentials are **revoked**.

Division of Professional Practices Information Items

For your information, the following items have been placed on the Consent Calendar for the December 7-8, 2023 meeting of the California Commission on Teacher Credentialing:

SELF-REVOCACTION WITH PENDING ALLEGATIONS OF MISCONDUCT PRIOR TO A RECOMMENDATION BY THE COMMITTEE OF CREDENTIALS

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code section 44423.

69. **TAMAYO, Richard E.**

Upon his written request, pursuant to Education Code section 44423, his certification documents are **revoked**, and he agrees that any submission of an application or Petition for Reinstatement will be automatically rejected.

MANDATORY ACTIONS

All certification documents were mandatorily revoked or denied by operation of law.

70. **BUGARIN, Fernando R.**

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(a) (lewd or lascivious act – under 14 years) and misdemeanor convictions for violating California Penal Code section 647.6 (child molesting) (3 counts), for which he is required to register as a sex offender pursuant to Penal Code section 290.

71. **DASKO, Daniel**

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating Title 18, United States Code section 2252(a)(2) (distribution of images of minors engaged in sexually explicit conduct) (1 count); for which, as a term of probation, his ability to associate with minors is limited.

72. **GARCIA, Robert R.**

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his

felony conviction for violating California Penal Code section 487(c) (petty theft: convert real property).

73. HINOJOSA, Efrain

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 287(b)(1) (oral copulation of a person under 18 years), for which he is required to register as a sex offender pursuant to Penal Code section 290.

74. IRVING, Michael R.

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his Class 3 felony and dangerous crime against children convictions for violating Arizona Revised Statutes sections 13-1405A (attempted sexual conduct with a minor) (2 counts) and 13-1404A (sexual abuse) (1 count), for which you are required to register as a sex offender pursuant to Arizona Revised Statutes section 13-3821.

75. KOONCE, Clatina M.

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following her felony conviction for violating California Vehicle Code section 23153(a) (driving under the influence of alcoholic beverage causing injury) with enhancement of Penal Code section 12022.7(a) (great bodily injury during commission of felony), a serious felony.

76. LERPIDO, Jaime C.

Pursuant to Education Code section 44346, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his misdemeanor conviction for violating California Penal Code section 647(a) (lewd act in public).

77. MAYHEW, Donald R

Pursuant to Education Code section 44424, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 222 (administering drug).

78. PENERMON, Yuri Armendariz

Pursuant to Education Code section 44425, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288(c)(1) (lewd and lascivious act with a child) (1 count).

79. REESE, Lejon

Pursuant to Education Code section 44346.1, all applications for certification under the jurisdiction of the California Commission on Teacher Credentialing are **denied** following his felony convictions for violating California Penal Code sections 187 (murder of human being, first degree) (2 counts), 187-664 (attempt to murder human being) (2 counts) with enhancement of 12022.7 (did inflict great bodily injury), and 245(a)(2) (assault with deadly weapon) (2 counts) with enhancement of 12022.7 (did inflict great bodily injury), serious felonies.

80. REYES, Kevin Eduardo

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 311.11(a) (possess matter depicting a minor in sexual act) (1 count); for which, as a term of probation, his ability to associate with minors is limited.

81. RODRIGUEZ, J. Valentin Rico

Pursuant to Education Code section 44423.6, all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** following his felony conviction for violating California Penal Code section 288.4(b) (arrange to meet with minor/child) (1 count); for which, as a term of probation, his ability to associate with minors is limited.

AUTOMATIC SUSPENSIONS

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d).

82. CARVENTE HERNANDEZ, Miguel

83. HOLLER, Boyd B.

84. REGAN, Christopher Michael

85. SMITH, Timothy G.

TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individual is terminated and the matter referred to the Committee of Credentials for review.

86. GARCIA, Pablo Neruda

Committee of Credentials Vacancies for FY 2024-2025

Introduction

The Commission makes appointments to the Committee of Credentials (Committee) pursuant to Education Code section 44240. This item presents information concerning the expected vacancies for four positions on the Committee and appointment of a substitute member to the Committee.

Background

The Committee is comprised of seven members appointed by the Commission and consists of one elementary teacher, one secondary teacher, one school board member, one school administrator employee, and three public representatives.

The Commission's Professional Practices Committee is responsible for informing "the Commission when vacancies occur or may be expected to occur on the Committee of Credentials." (CTC Policy Manual §510).

Committee of Credentials Members

The terms of Secondary Teacher Kevin Kung and School Administrator Tammy Patten expire on June 30, 2025.

The current composition of the Committee and the terms are as follows:

Name	Date First Appointed	Current Term Expires
VACANT Public Member	---	---
VACANT Public Member	---	---
GINA PLATE Public Member	10-14-2022	06-30-2024
EBONY BATISTE Elementary Teacher	10-14-2022	06-30-2024
SUZAN SOLOMON School Board Member	10-14-2022	06-30-2024
TAMMY PATTEN School Administrator	11-16-2021	06-30-2025
KEVIN KUNG, CHAIR Secondary Teacher	07-01-2021	06-30-2025

Commission Action

Ebony Batiste and Suzan Solomon are available for reappointment for another two-year term. By approval of this Consent Calendar item, the Commission reappoints both members effective July 1, 2024–June 30, 2026. Public Member Maeva Marc’s position was deemed vacant by operation of law, and Public Member Gina Plate is not available for reappointment and her position will be vacant, effective June 30, 2024. By approval of this Consent Calendar item, the Commission declares Member Plate’s vacancy, effective June 30, 2024, so that staff may begin recruitment.

Validation of Service Rendered Without A Credential

The service rendered by the following persons is approved pursuant to the provisions of Education Code section 45036.

Name	School District/Charter	County	Period of Services
Michelle Adams	San Jacinto Unified SD	Riverside	07/02/2023-08/22/2023
Stephanie Benson	Downey Unified SD	Los Angeles	10/01/2023-10/30/2023
Garrett Bentley	Placentia-Yorba Linda Unified	Orange	07/01/2023-08/24/2023
John Bowen	Inglewood Unified SD	Los Angeles	08/01/2023-08/23/2023
Cheryl Brickeywood	Irvine Unified SD	Orange	07/01/2023-09/19/2023
Taylor Brooks	Irvine Unified SD	Orange	09/01/2023-09/20/2023
Candice Carmell	Riverside Unified SD	Riverside	07/01/2023-07/06/2023
Christopher Celis	Beaumont Unified SD	Riverside	07/02/2023-08/23/2023
Michelle Chan	South San Francisco SD	San Mateo	08/07/2023-08/29/2023
Kelsey Ciruzzi	Vista Unified SD	San Diego	06/01/2023-09/13/2023
Yuliana Coronel	San Luis Coastal Unified SD	San Luis Obispo	09/01/2023-09/30/2023
*Michele Costarella	Monrovia Unified SD	Los Angeles	09/01/2023-09/17/2023
Julie Cruz	La Habra SD	Orange	09/01/2023-09/28/2023
Sonja Dameron	Newhall SD	Los Angeles	08/07/2023-08/28/2023
Leslie DePaoli	Strathmore Union SD	Tulare	08/08/2023-08/09/2023
Jennifer De Shields	Heber Elementary	Imperial	09/02/2023-09/17/2023
Kristin Eldridge	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/31/2023
Jennifer Estep	Placentia-Yorba Unified SD	Orange	08/24/2023-08/25/2023
Valerie Evans	Fountain Valley SD	Orange	09/01/2023-09/12/2023
Jacquelin Fiorillo	Ocean View SD	Orange	09/01/2023-09/19/2023
Norma Flores	Placentia-Yorba Linda Unified	Orange	07/01/2023-08/31/2023
Martha Flores	Vista Unified SD	San Diego	06/01/2023-09/07/2023
Michelle Fusner	Newhall SD	Los Angeles	08/07/2023-08/27/2023
Ysabel Gray	Tustin Unified SD	Orange	08/11/2023-08/21/2023
Kysha Green	Downey Unified SD	Los Angeles	09/01/2023-09/13/2023
Brad Hagglund	San Dieguito Unified SD	San Diego	07/01/2023-08/23/2023
Garrett Happ	San Dieguito Unified High SD	San Diego	07/01/2023-07/20/2023
Taylor Hartgraves	Newport Mesa Unified SD	Orange	08/14/2023-09/15/2023
Tawnee Houle	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/28/2023
Vigen Jilizian	Glendale Unified SD	Los Angeles	08/02/2023-08/31/2023
Margarita Jiminez	Rio SD	Ventura	08/23/2023-08/30/2023
Valoria Jones	San Jacinto Unified SD	Riverside	07/02/2023-08/23/2023
Suzanna Jones	Evergreen Elementary SD	Santa Clara	10/01/2023-10/04/2023
Hayden Jones	Ocean View SD	Orange	09/01/2023-09/19/2023
Aryn Jorgensen	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/31/2023
Maya Lozowski	Jefferson Union High SD	San Mateo	08/01/2023-08/31/2023
Danielle Martinez	San Dieguito Unified SD	San Diego	08/01/2023-08/22/2023
Adolfo Martinez	Fresno COE	Fresno	09/05/2023-09/11/2023

Name	School District/Charter	County	Period of Services
Moya Mitchell	Laguna Beach Unified SD	Orange	09/01/2023-09/18/2023
Jeffrey Morgan	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/31/2023
Sean Muhammad	Perris Union High SD	Riverside	07/02/2023-07/30/2023
Veronica Navarro	San Gabriel Unified SD	Los Angeles	07/01/2023-08/27/2023
Carl Nelson	Laguna Beach Unified SD	Orange	09/01/2023-09/18/2023
Jay Olpin	Irvine Unified SD	Orange	08/01/2023-09/20/2023
Rita O'Neill	Inglewood Unified SD	Los Angeles	08/01/2023-08/21/2023
Mathew Pace	Irvine Unified SD	Orange	09/01/2023-09/21/2023
Greg Parsons	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/31/2023
William Payne	Anaheim Union High SD	Orange	08/07/2023-08/18/2023
Diana Perez	Oxnard SD	Ventura	08/02/2023-08/07/2023
Linh Preston	San Marino Unified SD	Los Angeles	08/09/2023-09/09/2023
*Daria Ramirez	Newhall SD	Los Angeles	08/02/2023-08/30/2023
Janine Renner	Vista Unified SD	San Diego	06/01/2023-09/13/2023
Caroline Rodriguez	Ocean View SD	Orange	07/01/2023-07/24/2023
Melissa Rodriguez	South Bay Union SD	San Diego	08/01/2023-08/30/2023
Nathan Robinson	Irvine Unified SD	Orange	08/21/2023-09/10/2023
Gabriela Rubio	Anaheim Union High SD	Orange	08/07/2023-08/18/2023
Maria Salazar	Newhall SD	Los Angeles	08/07/2023-08/28/2023
Logan Sewell	Irvine Unified SD	Orange	08/21/2023-09/10/2023
Shiela Shaikh	Irvine Unified SD	Orange	08/21/2023-09/20/2023
Karly Shimamoto	Irvine Unified SD	Orange	09/01/2023-09/19/2023
Rosanna Shinall	Beaumont Unified SD	Riverside	07/02/2023-08/17/2023
Shelbi Shira	Carlsbad Unified SD	San Diego	08/02/2023-08/20/2023
Daniela Smith	Irvine Unified SD	Orange	08/01/2023-09/20/2023
Courtney Smith	Irvine Unified SD	Orange	07/01/2023-09/20/2023
Daniel Sobschak	Placentia-Yorba Linda Unified	Orange	09/01/2023-09/22/2023
Athanasia Solowczuk	Del Mar Union SD	San Diego	08/07/2023-08/23/2023
David Spence	Vista Unified SD	San Diego	07/01/2023-09/13/2023
Katherine Stapko	San Dieguito Unified SD	San Diego	08/01/2023-08/16/2023
Juliana Tabata	Placentia-Yorba Linda Unified	Orange	07/01/2023-08/24/2023
Cesar Valdez	Placentia-Yorba Linda Unified	Orange	06/01/2023-06/16/2023
Marlene Vega	San Luis Coastal Unified SD	San Luis Obispo	08/01/2023-08/31/2023
Vanessa Veiock	San Luis Coastal Unified SD	San Luis Obispo	09/01/2023-09/30/2023
Carey Williams	Anaheim Union High SD	Orange	07/01/2023-08/18/2023

*Holds more than one credential

Approval of Western Governors University Eligibility for Golden State Teacher Grant Program

Introduction

This consent item presents data regarding Western Governors University's eligibility to be part of the Golden State Teacher Grant Program for the Commission's consideration.

Background

The 2023-24 State Budget and Senate Bill 114 Education Finance: Education Omnibus Budget Trailer Bill ([Chap. 48, Stats. 2023](#)) amended the requirements of the Golden State Teacher Grant Program to allow teacher credential candidates who complete a completely online preparation program accredited by the Commission but headquartered in another state to receive \$10,000 Golden State Teacher Grants. The bill outlines criteria that institutions of higher education must meet for inclusion and gives the Commission authority to make eligibility determinations.

Criteria for Inclusion in Golden State Teacher Grant Program

Education Code section 69617.5 identifies the criteria the Commission must consider in determining eligibility and gives the Commission wide latitude in its process for determination:

- (a) The Legislature finds that the state's teaching crisis requires immediate and targeted action that also increases diversity among classroom teachers.*
- (b) Notwithstanding Section 69617, the Commission on Teacher Credentialing may determine that a private postsecondary educational institution is a qualifying institution for purposes of the program established pursuant to Section 69617, if the institution meets all of the following criteria:*
 - (1) The institution offers a professional preparation program approved by the Commission on Teacher Credentialing as of January 1, 2023.*
 - (2) The institution was originally chartered and is currently operating as a nonprofit entity that offers services exclusively online to California residents.*
 - (3) The institution is accredited by the Senior Colleges and Universities Commission of the Western Association of Schools and Colleges.*
 - (4) The institution participates in the federal Pell Grant program (20 U.S.C. Sec. 1070a), and in at least two of the following federal student aid programs:*
 - (A) Federal Work-Study Program (20 U.S.C. Sec. 1087-51).*
 - (B) Federal Stafford Loan Program.*
 - (C) Federal Supplemental Educational Opportunity Grant Program (20 U.S.C. Sec. 1070b).*

(5) The institution has a federal student loan cohort default rate below 10 percent.

(6) The institution reports the degree to which enrolled students participating in this program complete the program and become licensed to teach in California within 24 months, and the average time to program completion.

(7) The institution has an established labor union student chapter that provides a pathway to union membership to students upon graduation.

(8) The institution is in compliance with any applicable provisions of the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10).

(c) The requirements described in subdivision (b) shall be demonstrated in a manner to be determined by the Commission on Teacher Credentialing, which may include consultation with the State Board of Education.

Western Governors University provided Commission staff evidence of meeting all of the requirements in paragraph (b) above ([Appendix A](#)). Staff consulted with the State Board of Education staff and determined that Western Governors University meets the requirements.

Staff Recommendation

Staff recommends that the Commission determine that Western Governors University meets the eligibility criteria for participation in the Golden State Teacher Grant Program.

Next Steps

If the Commission determines that Western Governors University meets the eligibility criteria, staff will notify both the California Student Aid Commission and Western Governors University.

Appendix A

Evidence of Western Governors University Meeting Requirements for Golden State Teacher Grant Program Eligibility

Statutory Requirement	Evidence from Western Governors University
<p>1. The institution offers a professional preparation program approved by the Commission on Teacher Credentialing as of January 1, 2023.</p>	<p>Western Governors University is listed on the California Commission on Teacher Credentialing’s list of Commission-approved institutions offering California preparation programs here: https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs</p>
<p>2. The institution was originally chartered and is currently operating as a nonprofit entity that offers services exclusively online to California residents.</p>	<p>Western Governors University is an online school with career-aligned bachelor's and master's degrees in teaching designed to help working professionals fit an online university education into their busy lives. https://www.wgu.edu/online-degree-programs.html#WGU Nonprofit Status</p>
<p>3. The institution is either accredited by the Senior Colleges and Universities Commission of the Western Association of Schools and Colleges or is regionally accredited by an agency recognized by the United States Department of Education.</p>	<p>Western Governors University is institutionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). https://www.wgu.edu/student-experience/learning/accreditation.html</p> <p>The Northwest Commission on Colleges and Universities (NWCCU) is recognized by the United States Department of Education (USDE) and the Council on Higher Education Accreditation (CHEA) to accredit postsecondary institutions. https://nwccu.org/</p>
<p>4. The institution participates in the federal Pell Grant program (20 U.S.C. Sec. 1070a), and in at least two of the following federal student aid programs:</p> <ul style="list-style-type: none"> (A) Federal Work-Study Program (20 U.S.C. Sec. 1087–51). (B) Federal Stafford Loan Program. (C) Federal Supplemental Educational Opportunity Grant Program (20 U.S.C. Sec. 1070b). 	<p>Western Governors University participates in the federal Pell Grant program, the Federal Work-Study program, the Federal Direct Loan program, and FSEOG. More information is available on the Western Governors University website here: https://www.wgu.edu/financial-aid-tuition/financial-aid.html#</p>

<p>5. The institution has a federal student loan cohort default rate below 10 percent.</p>	<p>Western Governors University’s FY2019 cohort default rate was 0.7% WGU Graduation and Retention Rates</p>
<p>6. The institution reports the degree to which enrolled students participating in this program complete the program and become licensed to teach in California within 24 months, and the average time to program completion.</p>	<p>The average time to completion for our single subject completers is 15 months. The average time to completion for our multiple subject completers is 13 months.</p> <p>Staff confirmed that these numbers were reported via submission to the Commission’s Accreditation Data System.</p>
<p>7. The institution has an established labor union student chapter that provides a pathway to union membership to students upon graduation.</p>	<p>Western Governors University governing documents</p> <p>Western Governors University has leadership representatives on the Student California Teachers Association: https://www.cta.org/for-educators/meet-cta/studentcta/scta-statewide-board</p> <p>Western Governors University has over 700 SCTA members: https://www.cta.org/wp-content/uploads/2021/03/SCTA_Delegate-List2021.pdf</p>
<p>8. The institution is in compliance with any applicable provisions of the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10).</p>	<p>Western Governors University certified in an email to staff that it is compliant with all applicable provisions of the California Private Postsecondary Education Act of 2009.</p>

Literacy Performance Assessment - Pilot Study Participant Waiver Requests

Introduction

This consent item requests that the Commission waive the reading instruction competence requirement (RICA) and, if applicable, CalTPA Cycle 2, for candidates who successfully complete the Literacy Performance Assessment (LPA) and meet the pilot expected performance level set by the Commission. This item recommends that the Commission approve the requested waiver for selected institutions that meet the adopted passing standard of 14 points from [Item 4B](#) at the August 2023 Commission Meeting. These waiver requests are in addition to the requests approved at the [October 2023 Commission](#) meeting on the Consent Calendar.

Institutions Requesting Candidate Waivers

The following tables provide the information for programs who have submitted waiver requests on behalf of candidates as of November 17 at 12:00 p.m. Requests received after November 17, 2023, will be presented at the February 2024 Commission Meeting on the Consent Calendar. Changes from the October 2023 Commission Meeting are indicated by bolded, italicized text.

Waiver requests on behalf of the candidates are found in [Appendix A](#).

Table 2: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - Multiple Subject

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	5
California State University- Bakersfield	Central	CSU	Integrated, Intern, Traditional 5 th Year	5
California State University- San Marcos	Southern	CSU	Traditional 5 th Year	8
California State University- Stanislaus	Central	CSU	Intern, Residency	6
National University	Online	Private	Intern, Traditional 5 th Year	5
The Master's University	Southern	Private	Traditional 5 th Year	4
University of San Diego	Southern	Private	Traditional 5 th Year	5
			TOTAL	38
			TARGET	40

Table 3: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - Multiple Subject in PK-3 Settings

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MS in PK-3
Cal Poly Humboldt	Northern	CSU	Intern, ITEP, Residency, Traditional 5 th Year	16
California State University- San Bernadino	Southern	CSU	Traditional	8
Point Loma Nazarene University	Southern	Private	Intern, Traditional 5 th Year	8
University of San Francisco	Northern	Private	Traditional 5 th Year	5
Vanguard University	Southern	Private	ITEP, Traditional 5 th Year	7
			TOTAL	44
			TARGET	40

Table 4: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - MMSN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	MMSN
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	6
California State University- Bakersfield	Central	CSU	Intern, Residency	9
California State University East Bay	Northern	CSU	Intern, Traditional 5 th Year	20
California State University- Stanislaus	Central	CSU	Intern, Residency, Traditional 5 th Year	10
Chapman University	Southern	Private	Traditional 5 th Year	3
National University	Online	Private	Intern, Traditional 5 th Year	13
Placer County Office of Education	Northern	LEA	Intern	1
San Diego County Office of Education	Southern	LEA	Intern	4
San Diego State University	Southern	CSU	Intern, ITEP, Traditional 5 th Year	10
University of San Diego	Southern	Private	Intern	1
			TOTAL	77
			TARGET	75

Table 5: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - ESN

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
Azusa Pacific University	Southern	Private	Intern, Traditional 5 th Year	4
California State University- Bakersfield	Central	CSU	Intern	1

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ESN
California State University East Bay	Northern	CSU	Intern, Traditional 5 th Year	8
California State University-Stanislaus	Central	CSU	Traditional 5 th Year	7
Chapman University	Southern	Private	Traditional 5 th Year	4
National University	Online	Private	Intern, Traditional 5 th Year	6
San Diego County Office of Education	Southern	LEA	Intern	3
San Diego State University	Southern	CSU	Intern, ITEP, Traditional 5 th Year	9
			TOTAL	42
			TARGET	40

Table 6: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - ECSE

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	ECSE
<i>Intern, Credentialing, and Added Authorization Program (iCAAP) - Los Angeles Unified School District</i>	<i>Southern</i>	<i>LEA</i>	<i>Intern</i>	22
San Diego County Office of Education	Southern	LEA	Intern	5
			TOTAL	27
			TARGET	15

Table 7: Programs Meeting the Criteria for LPA Pilot and Candidate Allocations - DHH

Program Sponsor or Institution Name	Region	Program	Program Pathway(s)	DHH
San Diego County Office of Education	Southern	LEA	Intern	2
			TOTAL	2
			TARGET	15

Staff Recommendation

Staff recommends that the Commission:

1. Approve candidate waiver requests from selected institutions to waive the RICA requirement for those who meet the approved passing standard of 14 points for the LPA pilot study.

2. Approve candidate waiver requests from selected institutions to waive the CalTPA Cycle 2 requirement for those whose institutions using the CalTPA model and who meet the approved passing standard of 14 points for the LPA pilot study.

Next Steps

If the Commission approves the waiver requests for candidates participating in the pilot study, then Evaluation Systems Group of Pearson and Commission staff will work with the institutions and their selected candidates for the pilot, conduct an orientation with participating programs and candidates, and initiate the pilot in January 2023. If requests come in after the December 2023 Commission meeting, their waiver requests will be placed on the February 2024 Consent Calendar.

Appendix A

Waiver Requests from Programs on Behalf of Candidates

Multiple Subject Credential Candidates

Cal Poly Pomona

University of San Diego

- University of San Diego requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Angel Martinez

Education Specialist- MMSN Credential Candidates

Azusa Pacific University

- Azusa Pacific University School of Education requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Madison Lancaster
 - Elizabeth Tovar- Green

California State University, Bakersfield

- California State University, Bakersfield requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024
 - Melissa Chapa
 - Savannah Downs
 - Tiffany Elias-Munoz
 - Liliana Fernandez
 - Katiana Rivera

California State University, East Bay

- California State University, Easy Bay requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024
 - Ajaya Rana

National University

- National University requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Eva Gonzalez
 - Juana Gutierrez
 - Garrett Johnston
 - Venecia Ledesma
 - Lauryn Luescher
 - Kurt Schmel
 - Marissa Shull

Education Specialist-ESN Credential Candidates

Azusa Pacific University

- Azusa Pacific University School of Education requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Angel Carrillo

California State University, East Bay

- California State University, Easy Bay requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024
 - Danielle Admandares
 - Brenda Mendoza
 - Aaron Pratt
 - Melissa Robinson

California State University, Stanislaus

- California State University, Stanislaus requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Brenda Aguilar

National University

- National University requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.

- Guy Kincheloe

Education Specialist- ECSE Credential Candidates

Intern, Credentialing, and Added Authorization Program (iCAAP) - Los Angeles Unified School District

- Intern, Credentialing, and Added Authorization Program (iCAAP) LAUSD requests for the following candidates that the Commission waive the RICA, and as appropriate, CalTPA Cycle 2 requirement for any of our teaching credential candidates who complete and achieve a passing score of 14 points as determined by the Commission on the pilot LPA, Spring 2024.
 - Arleen Avila
 - Tiffany Barba
 - Falen Branch
 - Terra Bullie
 - Robin Callahan
 - Marianela Diaz
 - Paulina Diaz
 - Yvonne Flores
 - Christian Freeman
 - Manuel Gaona
 - Julissa Garcia
 - Brenda Hernandez
 - Constance Hutchinson
 - Danielle Laudenberg
 - Lesley Medina
 - Edmundo Perez
 - Stacy Perzabal Ventura
 - Oscar Quezada
 - Karina Ruiz
 - Crystal Ruiz Estrada
 - Desiree Stuart
 - Karen Trinh

Revised Language to Clarify Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bilingual Authorization Programs

Introduction

This agenda item presents revisions to the proposed amendments to Title 5 of the California Code of Regulations pertaining to Bilingual Authorization Programs.

Background

The first set of Bilingual Authorization program standards were adopted in 2008. Proposition 58 was passed by California voters in 2016 allowing for flexibility in how California public schools offer bilingual education and programs for English learners. Additionally, statewide initiatives, such as Global 2030 involve expanding bilingual education in California. In response to these policy changes, the Commission adopted updated program standards and bilingual teaching performance expectations in December 2021 and October 2022, respectively. These updates included revised preconditions, program standards, performance expectations, and a glossary with definitions for bilingual authorization educator preparation programs.

Pursuant to the regulatory process, the adopted revisions and additions to the Bilingual Authorization standards and associated performance expectations were submitted to the Office of Administrative Law (OAL) for review. OAL recommended additional revisions be made including minor edits to language, deletion of several definitions, simplified and more clear language related to the language proficiency requirement, and the addition of section 80615.4 to replace some of the content that was previously included through the incorporation of the 2013 Bilingual Authorization program standards document by reference.

Summary of Proposed Updated Regulations for the Bilingual Authorization and Bilingual Teaching Performance Expectations

[Appendix A](#) includes the proposed amendments to the regulations staff is proposing to sections 80615, 80615.1, 80615.2, 80615.3 of Division 8 of Title 5 California Code of Regulations. Staff is also proposing to delete from section 80033(d)(2) the incorporation by reference of outdated documents because the new content is contained in 80615, 80615.1, 80615.2 and 80615.3. Staff also proposes the addition of section 80615.4 describing the submission requirements for an institution seeking program approval to offer a bilingual authorization program which had been previously contained in the outdated standards document incorporated by reference in 80033.

Staff Recommendation

Staff recommends that the Commission adopt the proposed updated regulations and the addition of section 80615.4.

Next Steps

If the Commission adopts the proposed revisions, staff will continue with the regulatory approval process and the submission of the proposed updated regulations to OAL.

Appendix A

The Commission on Teacher Credentialing has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~. Text proposed to be amended is shown in double underline for additions and ~~double strike out~~ for deletions.

CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION
DIVISION 8. COMMISSION ON TEACHER CREDENTIALING
§ 80033. Intern Teaching Credentials

(a) The Commission may issue the following types of multiple subject, single subject, and education specialist instruction intern credentials:

- (1) University intern credentials pursuant to Education Code section 44452.
- (2) District intern credentials pursuant to Education Code section 44325.

(b) Support and Supervision.

(1) Intern programs are a partnership between the Commission approved program sponsor and the California employing agency that elects to employ an individual on the basis of an intern credential. Prior to an intern teacher assuming daily teaching responsibilities, a signed Memorandum of Understanding must be in place between the Commission approved program sponsor and the California employing agency detailing the support and supervision that will be provided.

(2) The Commission approved program sponsor in cooperation with the California employing agency shall counsel the intern candidate and develop a plan to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential. The Commission approved program sponsor, employing agency, and the intern teacher shall concur on the program planned.

(3) Prior to an intern teacher assuming daily teaching responsibilities, the California employing agency must identify a mentor for the intern teacher that possesses a valid, corresponding life or clear teaching credential and a minimum of three years of successful teaching experience.

(4) A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

(5) The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or a valid bilingual authorization issued pursuant to section 80015.1:

(A) The Commission approved program sponsor shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

(B) The California employing agency shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to (b)(3) provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher.

(C) An individual who passes the CTEL examinations specified in section 80015.3(b) prior or subsequent to the issuance of the intern credential may be exempted from the provisions of (b)(5)(A) and (b)(5)(B).

(c) The following are the minimum requirements for a university or district intern credential:

(1) A baccalaureate degree or higher degree, except in professional education, from a regionally accredited institution of higher education.

(2) Meet the basic skills requirement as described in Education Code section 44252(b), unless exempt by statute or regulation.

(3) Demonstration of knowledge of the Constitution of the United States as provided in Education Code section 44335.

(4) Subject-matter knowledge.

(A) Multiple subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(A).

(B) Single subject intern credential applicants shall meet this requirement as specified in section 80413(a)(5)(B).

(C) Education specialist instruction intern credential applicants shall meet this requirement as specified in section 80048.8(a)(4).

(5) Enrollment in a Commission approved program as follows:

(A) For the multiple subject and single subject university or district intern credential, a program based on the SB 2042 Multiple Subject and Single Subject Preliminary Credential Program (rev. 12/15), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(B) For the education specialist instruction university or district intern credential, a program based on the Program Standards in section 80612 and the credential specific Teaching Performance Expectations in section 80613, and which has been accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(6) Completion of intern preservice preparation provided by a Commission approved program sponsor as detailed in (c)(5):

(7) Submission of an application form as defined in section 80001; the processing fee as specified in section 80487(a)(1); and fingerprint clearance as specified in section 80442.

(8) Recommendation from a Commission approved intern program as specified in Education Code section 44227(b).

(d) Intern credentials shall be issued with an English learner or bilingual authorization for applicants who meet the conditions specified in either (d)(1) or (d)(2).

(1) An English learner authorization for applicants who do not possess one of the following:

(A) a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction credential;

(B) a valid English learner authorization or CLAD Certificate issued pursuant to section 80015; or

(C) a valid bilingual authorization issued pursuant to section 80015.1.

(2) A bilingual authorization if requested by a Commission approved bilingual authorization program based on the standards and procedures in sections 80615.1 – 80615.4, ~~80615.2, and 80615.3~~ and Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization (rev. 1/13), available on the Commission's website and hereby incorporated by reference, accredited by the Committee on Accreditation as specified in Education Code section 44373(c).

(e) An intern credential shall be restricted to service with the California employing agency identified by the Commission approved program sponsor.

(f) Term.

(1) An intern credential issued pursuant to this section, except the education specialist instruction district intern credential, shall be initially issued for no more than two years.

(2) The education specialist instruction district intern credential shall be initially issued for no more than three years.

(g) Authorization.

(1) The following shall be listed on each intern credential: “This individual has completed the intern preservice preparation, which included specific instruction on the teaching of English learners, and is participating in a Commission approved intern preparation program. The individual must be supported by both the Commission approved program and the employer in the area(s) listed and in his/her work with English learners, and must make satisfactory progress toward program completion for the duration of the intern credential.”

(2) The university intern credential authorizes the following:

(A) A multiple subject university intern credential authorizes the holder to provide the services specified in sections 80003(a) through (d) in grades twelve and below, including preschool, and in classes organized primarily for adults.

(B) A single subject university intern credential authorizes the holder to teach the content area(s) listed on the document in grades twelve and below, including preschool, and in classes organized primarily for adults as specified in sections 80004(a) through (e).

(C) An education specialist instruction university intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A university intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A university intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(2)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(2)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(3) The district intern credential authorizes the following:

(A) A multiple subject district intern credential authorizes the holder to teach self-contained classes in grades kindergarten through eight.

(B) A single subject district intern credential authorizes the holder to teach departmentalized courses within the content area(s) listed on the document in grades six through twelve.

(C) An education specialist instruction district intern credential authorizes the holder to provide instructional services within the specialty area(s) listed as specified in section 80048.6(b).

(D) A district intern credential with an English learner authorization also authorizes the holder to provide instruction for English language development as defined in Education Code section 44253.2(a) and specially designed content instruction delivered in English as defined in Education Code section 44253.2(b) as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

(E) A district intern credential with a bilingual authorization also authorizes the holder to provide instructional services as defined in subsections (a) through (d) of Education Code section 44253.2 as follows:

1. Multiple subject: within the settings and grade levels specified in (g)(3)(A).
2. Single subject: within the content area(s) and grade levels specified in (g)(3)(B).
3. Education specialist instruction: within the specialty area(s) and grade/age levels listed on the intern credential as specified in section 80048.6(b).

Note: Authority cited: Section 44225(q), Education Code. Reference: Sections 44225(b), 44225(d), 44225(e), 44225(g), 44225(l), 44227(b), 44252(b), 44253.2(a), 44253.2(b), 44253.2(c), 44253.2(d), 44325, 44326, 44335, 44373(c), 44452, 44453, 44454, 44455, 44461, 44464 and 44465, Education Code.

80615. Bilingual Authorization Educator Preparation Program Definitions

Institutions seeking to prepare candidates for the Bilingual Authorization must align their program to meet the standards in sections 80615.1, 80615.2, and 80615.3. Definitions in section ~~80605~~ 80607 and the following terms defined in this section shall apply to ~~articles~~ sections 80615.1, 80615.2, and 80615.3.

(a) Bilingual Program Models: Various instructional programs that support emergent PK-12 bilingual students. These models can have different goals including but not limited to focusing on developing English proficiency or on developing bilingualism and/or biliteracy skills. Models can be categorized into four types: Developmental Bilingual Program, Dual Language Immersion Program, One-Way Immersion Program, and Transitional Bilingual Education.

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

(c) Contrastive Analysis: The systematic study of a pair of languages with the purpose of identifying their structural differences and similarities.

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

(e) Culturally and Linguistically Appropriate Learning Activities: Activities that build on asset-based pedagogical research including culturally relevant pedagogy, and culturally responsive pedagogy, and linguistic pedagogy.

~~(f) Culturally Relevant: A theoretical model which addresses student achievement and helps students accept and affirm their cultural identity while also developing critical perspectives that challenge inequities that schools (and other institutions) perpetuate.~~

~~(g) 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.~~

~~(h)~~ (f) 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.

~~(i) Distance Learning: May include video and/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.~~

~~(j)~~ (g) 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. Program designed to provide instruction to a class of students who are fluent in English and students who are fluent in another language so that both groups of students retain their home language and learn a second language. 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.

~~(k)~~ (h) One-Way Immersion Program: Program designed to provide instruction to students 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.

~~(l) (k) Racially Sensitive Practices: Practices consistent with the ideals of ethnic, racial, and social justice, and support equity and inclusion in all aspects of the program.~~

~~(i) 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.~~

~~(m)(j) Translanguaging: Refers to using linguistic repertoire, without regard for socially and politically defined language labels or boundaries.~~

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6, 44253.7, and 44373 Education Code.

80615.1. Bilingual Authorization Program Preconditions

Pursuant to Education Code sections 44225(h) and 44370 and in accordance with section 80615.4, the commission will assess applications for a bilingual teacher preparation program that meets the criteria set forth in this section and in section 80615.2 that has provided materials to demonstrate that the program addresses all bilingual teaching performance expectations as specified in 80615.3.

(a) 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 Title 5 California Code of Regulations (CCR) sections 80015.1(a)(1) and 80015.2.

(b) Acceptable prerequisite credentials include a valid California teaching credential, services credential with the added special class authorization, visiting faculty permit, child development permit (at the teacher level or higher) (excluding assistant and associate permits), 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.

80615.2. Bilingual Authorization Educator Preparation Program Standards

Pursuant to Education Code sections 44225(h) and 44370 and in accordance with section 80615.4, the commission will assess applications for a bilingual teacher preparation program that meets the criteria set forth in this section and in section 80615.1 that has provided materials to demonstrate that the program addresses all bilingual teaching performance expectations as specified in 80615.3.

(a) 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 valuing the linguistic and cultural assets brought by students to the content and practice of bilingual education; promoting policies and practices that are racially sensitive, and activities for faculty, staff, and candidates consistent with the ideals of ethnic, racial, and social justice; and supporting equity, inclusion, and racially sensitive practices in all aspects of the program.

(1) ~~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 is cohesive and effective in providing ~~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.

(2) ~~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.

(3) The program demonstrates initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) which 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) in section 80615.3. The program ensures candidates gain knowledge and experience, through coursework and fieldwork in bilingual LEA settings, about the types of bilingual programs being offered to Transitional Kindergarten (TK)-12 students (e.g., one-way immersion, dual immersion, developmental), so that candidates are prepared to be effective in their field placements.

(4) The program helps candidates make connections between the universal teaching performance expectations and the BTPEs, so 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 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, and content instruction and assessment using more than one language as the medium of communication and assessment).

(5) 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 helps concurrent candidates transition to teacher induction.

(b) Preparing Candidates toward Mastery of BTPEs. The BTPEs describe the set of professional knowledge, skills, and abilities expected of bilingual and biliterate candidates to be able to effectively educate and support all students in meeting the state-adopted academic content standards.

(1) 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 addresses the BTPEs as they apply to bilingual teacher preparation, and 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.

(2) 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.

(c) Field Experience. The program demonstrates initial and ongoing collaboration with LEAs that serve as sites for field experiences so 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~~ mentors who hold

a bilingual authorization or who have expertise in bilingual education, as determined by the program, and who are 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. Verification of fieldwork may must be completed by the preparation program or by a credentialed teacher, instructional coach, administrator, or other credentialed educator holding a bilingual authorization and having relevant and recent classroom or coaching experience mutually agreed to by the program and candidate.

(d) 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 by program personnel to guide advisement and assistance efforts candidates toward program completion. 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 Accurate and timely information, advice, and assistance is accessible to guide candidates' satisfaction of all program requirements in addition to mastering the BTPEs.

~~(e) (e) 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 California Subject Examinations for Teachers (CSET): World Languages language examination. Using the most current American Council on the Teacher of Foreign Languages (ACTFL) Proficiency guidelines, 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.~~

(e) Assessment of Candidate Competence. 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 a candidate's performance is provided by coursework, faculty, mentors, and program supervisors. Prior to recommending a candidate for a bilingual authorization, person(s) responsible for the program determine(s), using documented evidence, that a candidate has demonstrated the following:

- (1) Completion of all program requirements, as determined by person(s) responsible for the program, including satisfactory performance on the full range of the BTPEs, and
- (2) Language proficiency in accordance with either A or B below,
 - (A) Passage of the appropriate California Subject Examinations for Teachers (CSET): World Languages examination that assesses speaking, reading, and writing in the target language.
 - (B) Passage of assessment(s) conducted by the program. The assessment(s) must measure the candidate's knowledge of linguistic repertoires and registers across contexts, instructional language, and content-specific language. The program provides to candidates the guidelines by which they will be assessed. The performance level of such assessment must be set at the equivalent of the minimum level rubric of the American Council on the Teacher of Foreign Languages (ACTFL) 2012 Proficiency Guidelines, hereby incorporated by reference, of
 1. Advanced-Low for Western languages and
 2. Intermediate-High for non-Western languages

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6, 44253.7, and 44373 Education Code.

80615.3. Bilingual Teaching Performance Expectations (BTPE)

Pursuant to Education Code sections 44225(h) and 44370, and in accordance with section 80615.4, the commission will assess applications for a bilingual teacher preparation program for approval that meets the criteria set forth in sections 80615.1, 80615.2, and 80615.4 that has provided materials to demonstrate that the program addresses all bilingual teaching performance expectations as specified in this section.

- (a) 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) Demonstrate an understanding of assets-based practices with students as well as family and community outreach and partnership efforts that are consistent with ethnic, racial, and social justice that support equity and inclusion. ~~Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially sensitive practices lens.~~
- (7) Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

(b) 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 learners' 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.

(c) 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 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.

(d) 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 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.

(e) 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.

(f) 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 communities 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 communities, 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 communities.

Note: Authority cited: Sections 44225, Education Code. Reference: Sections 44227, 44253.4, 44253.6, 44253.7, and 44373 Education Code.

80615.4 Program Approval Requirements

Pursuant to Education Code sections 44225(h) and 44370, the commission will assess applications for a bilingual teacher preparation program for approval that meets the criteria set forth in sections 80615.1, 80615.2, and 80615.3 as specified in this section.

- (a) Institutions seeking program approval to offer a bilingual authorization must provide documentation demonstrating alignment with Section 80615.1, 80615.2, and 80615.3. The documentation shall consist of:
 - (1) For alignment with section 80615.1, documentation that demonstrates that the program verifies that each candidate holds or is simultaneously seeking the requisite

- credential for the bilingual authorization.
- (2) For alignment with section 80615.2, a listing of all courses for the proposed program, course descriptions, course sequencing, and all course syllabi.
 - (3) For programs proposing to use a local assessment to determine language proficiency pursuant to section 80615.2(e) rather than the California Subject Examination for Teachers (CSET) examination, documentation demonstrating that the program has established the minimum performance level for that assessment in accordance with 80615.2(e)(2)(B).
 - (4) For alignment with section 80615.3, documentation that indicates where the Bilingual Teaching Performance Expectations are covered within the program coursework and clinical practice, specifically where in the program the candidates are introduced to, provided opportunities to practice, and are assessed on each of the Bilingual Teaching Performance Expectations.
- (b) Upon receipt of documentation specified in sections 80615.4(a)(1)-(5), the commission staff will initiate the review of documentation. The review shall consist of a collaborative effort by a two-person peer review team, selected by commission staff, with knowledge in bilingual teacher preparation. The review shall include the following iterative process:
- (1) A review of program documentation will be conducted to determine alignment of the program proposal to Section 80615.1, 80615.2, and 80615.3.
 - (2) Written feedback resulting from the review will be provided to the institution seeking program approval within 30 days of the review.
 - (3) If upon the conclusion of the review it is determined that the proposed program has not been deemed to be in alignment with 80615.1, 80615.2, or 80615.3, the institution seeking program approval will receive written notice of the additional documentation required.
 - (4) The review team will review the additional documentation submitted by the institution in response to initial feedback and provide written feedback to the institution with the process being repeated until documentation specified in 80615.4(a)(1)-(5) is determined to be aligned with Section 80615.1, 80615.2 and 80615.3.
- (c) Upon review team determination that program documentation demonstrates alignment with Sections 80615.1, 80615.2, and 80615.3, the review team will recommend the proposed program to the Committee on Accreditation for approval in accordance with Education Code section 44373(c)(2). The Committee on Accreditation will take action to approve or deny approval of the proposed program.
- (d) If approved by the Committee on Accreditation, the institution may begin operating the program as of the date of approval by the Committee on Accreditation. Formal notification of Committee on Accreditation action will be provided to the institution within 30 days of Committee on Accreditation approval. The program's ability to recommend candidates for the credential will be effective as of the date of Committee on Accreditation approval.