



CODED CORRESPONDENCE

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NUMBER:

23-01

TO:

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

FROM:

Mary Vixie Sandy
Executive Director
Commission on Teacher Credentialing

SUBJECT: Proposed Amendments to Title 5 of the California Code of Regulations Pertaining to Bilingual Authorization Program Standards

Summary

The Commission on Teacher Credentialing (Commission) proposes the addition of sections 80615, 80615.1, 80615.2, and 80615.3. to Title 5 of the California Code of Regulations. Specifically, section 80615 is a glossary of definitions, section 80615.1 is a precondition, section 80615.2 includes standard language, and section 80615.3 includes performance expectation language. Additionally, current regulation section 80033(d)(2) incorporates by reference the *Standards of Quality and Effectiveness for Programs Leading to Bilingual Authorization (rev. 1/13)*. This section of regulations needs to be updated to point the reader to the new sections proposed for sections 80615-80615.3 as the entire document which is currently incorporated by reference has had sweeping updates.

Notice of Public Hearing

The Commission has not scheduled a public hearing on this proposed action. However, the Commission will hold a hearing if it receives a written request for a public hearing from any interested person, or their authorized representative, no later than 15 days before the close of the comment period.

Written Comment Period

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed action by fax, through the mail, or by email. The written comment

period closes on March 13, 2023. Comments must be received by that time or may be submitted at the public hearing, should one be requested. Interested parties may fax their response to (916) 327-3165; write to the Commission on Teacher Credentialing, Attn: Lynette Roby, Commission on Teacher Credentialing, 1900 Capitol Avenue, Sacramento, California 95811; or submit an email to Lynette Roby (Lynette.Roby@ctc.ca.gov).

Information Digest/Policy Statement Overview

Summary of Existing Laws and Regulations

In 2016, Proposition 58 (Prop 58) was passed by California voters allowing for flexibility in how California public schools offer bilingual education and programs for English learners. In addition to Prop 58, statewide initiatives, such as Global 2030 involve expanding bilingual education in California.

Objectives and Anticipated Benefits of the Proposed Regulations

The purpose of these regulations is to ensure the regulations are aligned with the policy shift for bilingual education in California and to ensure that the newly adopted standards are placed into regulation so that institutions operating Bilingual Authorization Educator Preparation Programs are aware of the standards for operating a program.

The prior Bilingual Authorization program standards were originally adopted in 2008. In 2016 Proposition 58 (Prop 58) was passed by California voters. This Proposition allows 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 the policy changes, the Commission adopted revised Bilingual Authorization Educator Preparation Program Standards in December 2021 and in October 2022 the Commission adopted additional language to be added to the program standards. These revised standards include a precondition, program standards, a glossary with definitions for Bilingual Authorization Educator Preparation Programs and the new Bilingual Teaching Performance Expectations (BTPEs), which are the knowledge, skills, and abilities a candidate must demonstrate in a Bilingual Authorization program. The revised standards and performance expectations honor the linguistic diversity represented among the student population, the variety of bilingual programs available to students, and the current research on instructing and supporting bilingual Transitional Kindergarten (TK)-12 students. They include the continuous support of students' connection to their home language to sustain their home culture. Bilingual teachers work with diverse students and the updated standards and new BTPEs are responsive to the socio-linguistic, socioemotional, and sociocultural factors of the students served.

Amend Section 80033(d)(2) & Repeal Outdated Document Incorporated by Reference

Section 80033 deals with intern credentials and section (d)(2) includes the now outdated Bilingual Authorization standards incorporated by reference. Amendments are proposed to direct the reader to the actual precondition, program standards, and bilingual teaching

performance expectations, proposed sections 80615.1, 80615.2, and 80615.3, and to repeal the outdated standards from incorporation by reference.

Determination of Inconsistency/Incompatibility with Existing State Regulations

The Commission has determined that the proposed regulation amendments are not inconsistent or incompatible with existing regulations. After conducting a review for any regulations that would relate to or affect this area, the Commission has concluded that these are the only regulations that concern Bilingual Authorization requirements.

Disclosures Regarding the Proposed Actions/Fiscal Impact

The Commission has made the following initial determinations.

Local Mandate

These proposed regulations will not impose a mandate on local agencies or school districts that must be reimbursed in accordance with Part 7 (commencing with section 17500) of the Government Code. Local education agencies may choose to sponsor educator preparation programs utilizing the proposed regulations; however, no mandate exists requiring local agencies or school districts to have educator preparation programs and, therefore, no reimbursement in accordance with Part 7 (commencing with section 17500) of the government code is required.

Fiscal Impact

Costs to any local agency or school districts requiring reimbursement pursuant to Government Code section 17500 et seq.

These proposed regulations will not impose a cost to local agencies or school districts requiring reimbursement in accordance with Part 7 (commencing with section 17500) of the Government Code as sponsoring an educator preparation program which is aligned to the proposed regulations and is not required by law.

Cost or savings to any state agency.

None. This will not create a cost or savings to any state agency. The regulations apply to currently approved educator preparation institutions or to institutions seeking approval to offer a Bilingual Authorization program and those institutions must already have regional accreditation and are only expanding their business into educator preparation in California.

Other non-discretionary costs or savings imposed upon local agencies.

None. Sponsoring an educator preparation program is not a requirement.

Cost or savings in federal funding to the state.

None. Sponsoring an educator preparation program which is aligned to the proposed regulations is not required by law and would not impact federal funding to the state.

Housing Costs

No effect on housing costs exists as these regulations only pertain to demonstration of subject matter competence for preliminary teaching credentials.

Significant Statewide adverse economic impact directly affecting businesses, including the ability of California businesses to compete with businesses in other states

The Commission has concluded there is no significant adverse impact on business.

Statement of the Results of the Economic Impact Assessment

In accordance with Government Code section 11346.3(b), the Commission has made the following assessments regarding the proposed regulations:

Creation or Elimination of Jobs within California

The proposed amendments pertain to the preparation of prospective bilingual educators. These amendments will not create or eliminate jobs in California.

Creation of New Businesses or Elimination of Existing Business within California

The proposed amendments pertain to the preparation of prospective bilingual educators. These amendments will not create or eliminate existing businesses in California.

Expansion of Businesses Currently Doing Business within the California

The proposed amendments pertain to the preparation of prospective bilingual educators. These amendments will not cause the expansion or elimination of existing businesses in California.

Benefits of the Regulations

The Commission anticipates that the proposed amendments will continue to benefit the health and welfare of California residents to ensure high quality educator preparation programs which result in effective bilingual educators for California students. Successful programs prepare teachers who are better able to address the current needs of TK-12 students in California in the coming decade.

The Commission anticipates that the proposed amendments will continue to benefit the health and welfare of California residents, as high-quality bilingual educators will result in a health and welfare benefit to students, colleagues, and parents. The Commission does not anticipate that these regulations will result in a direct benefit to worker safety or the state's environment.

Cost Impacts on a Representative Private Person or Business

The Commission is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Business Report

This proposal does not require a report to be made.

Effect on Small Business

The proposed regulations will not have a significant adverse economic impact upon small business. The proposed regulations apply only to educational institutions electing to offer or offering Commission-approved and accredited educator preparation programs. Educational institutions are California State Universities, Universities of California, private four-year colleges and universities, or local education agencies, none of which meet the definition for small

business as defined in government code 11342.610. The vast majority of Commission approved program sponsors are nonprofit educational institutions. Very few institutions of higher education approved by the Commission at this time are for profit businesses. Because offering an educator preparation program is voluntary, any institution must evaluate whether or not they have sufficient resources to offer a high-quality preparation program in accordance with the state adopted standards, state statute, and regulations.

Alternatives Statement

The Commission must determine that no reasonable alternative it considered or that has otherwise been identified and brought to its attention would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law. The Commission invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations during the written comment period or at the public hearing.

Contact Person/Further Information

General or substantive inquiries concerning the proposed action may be directed to Lynette Roby by telephone at 916-324-3668, by mail at Commission on Teacher Credentialing: Attn: Regulations, 1900 Capitol Avenue, Sacramento, CA 95811, or by email to Lynette.Roby@ctc.ca.gov or Miranda Gutierrez at mgutierrez@ctc.ca.gov. General question inquiries may also be directed to the addresses mentioned above. Upon request, a copy of the express terms of the proposed action and a copy of the Initial Statement of Reasons will be made available. This information is also available on the Commission's website at <http://www.ctc.ca.gov/notices/rulemaking.html>. In addition, all the information on which this proposal is based is available for inspection and copying.

Availability of Statement of Reasons and Text of Proposed Regulations

The entire rulemaking file is available for inspection and copying throughout the rulemaking process at the Commission office at the above address. As of the date this notice is published in the Notice of Register, the rulemaking file consists of the Notice of Proposed Rulemaking, the proposed text of regulations, the Initial Statement of Reasons, and an economic impact assessment/analysis contained in the Initial Statement of Reasons. Copies may be obtained by contacting Lynette Roby at the addresses or telephone number provided above.

Modification of Proposed Action

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

Availability of Final Statement of Reasons

The Final Statement of Reasons is submitted to the Office of Administrative Law as part of the final rulemaking package, following the conclusion of the public hearing. Upon its completion,

copies of the Final Statement of Reasons may be obtained by contacting Lynette Roby at Lynette.Roby@ctc.ca.gov.

Availability of Documents on the Internet

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, and the text of the regulations can be accessed through the Commission's website at <http://www.ctc.ca.gov/notices/rulemaking.html>.

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~~.

**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. 2/11/14), 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 in sections 80615.1, 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 and the following terms defined in this section shall apply to articles 80615.1, 80615.2, and 80615.3.

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

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

(l) 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) 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 Precondition

(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.

Acceptable prerequisite credentials include a valid California teaching credential, services credential with the added special class authorization, visiting faculty permit, child development permit (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

(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, practices, 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.

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

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

The program demonstrates initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) 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.

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).

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.

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.

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 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 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 to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who make progress toward meeting program expectations and requirements for the authorization. Appropriate information, advice, and assistance is accessible to guide candidates' satisfaction of all program requirements in addition to mastering the BTPEs.

(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.

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)

(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) Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially- sensitive lens.
- (7) Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

(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.