



CODED CORRESPONDENCE

DATE:

November 16, 2023

NUMBER:

23-08

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 Programs

Notice of 15-Day Notice is Hereby Given

Notice is Hereby Given, pursuant to the requirements of Government Code section 11346.8(c) and section 44 of Title 1 of the California Code of Regulations, that the Commission on Teacher Credentialing (Commission) has proposed the following modifications to the proposed amendments to Title 5 of the California Code of Regulations pertaining to Bilingual Authorization Programs.

Any person who wishes to comment on the proposed modifications to the text of the regulations may do so by submitting written comments postmarked beginning November 17, 2023 to Lynette Roby at Lynette.Roby@ctc.ca.gov. Any written comments are to be restricted to the modifications contained in the enclosed language. The Commission is not required to respond to comments received in response to this notice on other aspects of the proposed regulations. All written comments received or postmarked by December 4, 2023, which pertain to the modified text of the proposed regulations provided in this notice will be reviewed and responded to by Commission staff as part of the compilation of the rulemaking file.

Summary of Modifications

The Commission adopted revised program standards for the Bilingual Authorization program and corresponding Bilingual Teaching Performance Expectations (BTPEs) in December 2021 and October 2022. The Commission adopted proposed regulations for the Bilingual Authorization in

October 2022 and began the regulatory process. After feedback from the Office of Administrative Law (OAL), the Commission withdrew the package in May of 2023. The Commission has been working with the OAL to address concerns related to clarity of regulatory language and presents this revised version of the regulations text for Commission adoption and approval. In addition to minor editorial changes to clarify and make more consistent, the OAL suggested removal of definitions 80615 (f), (g), (i), (j) and (l) as they were deemed to be unnecessary. It was also suggested that 80615.2 (e) be reworked as it was unnecessarily wordy and confusing. Additionally, the OAL required that the Commission provide alternative language to replace the current 80033 (d) (2) where the Commission had proposed removing the incorporation by reference of the previous set of standards as most of the updated content is covered in these proposed regulations. Section 80615.4 has been added to the regulations 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.

The regulations in this notice proposes no substantive changes to the program standards or BTPEs, but rather proposes revisions to ensure clarity, consistency, and completeness.

Written Comment Period/Contact Persons

The 15-day written comment period closes on December 4, 2023. General or substantive inquiries and comments concerning the proposed action must be received by that time. Interested parties may submit comments in writing to the Commission on Teacher Credentialing, attn. Lynette Roby, 1900 Capitol Avenue, Sacramento, California 95811; by email to Lynette Roby at Lynette.Roby@ctc.ca.gov; or by telephone at 916-324-3668.

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 rulemaking website](#). In addition, all the information on which this proposal is based is available for inspection and copying.

Documents Relied Upon in Preparing 15-Day Notice

- September 2019, Agenda Item 5H – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2019-09/2019-09-5h.pdf?sfvrsn=ef6e52b1_4
- June 2020, Agenda Item 2D – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2020-06/2020-06-2d.pdf?sfvrsn=99cc2fb1_2
- February 2021, Agenda Item 3B – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-02/2021-02-3b.pdf?sfvrsn=99d2bb1_2
- August 2021, Agenda Item 3C – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-08/2021-08-3c.pdf?sfvrsn=53352ab1_2
- December 2021, Agenda Item 3B – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2021-12/2021-12-2b.pdf?sfvrsn=9a1925b1_2

- October 2022, Agenda Item 3C, Approval of the October 2022 Consent Calendar, GS 3C – 25 – https://www.ctc.ca.gov/docs/default-source/commission/agendas/2022-10/2022-10-3c.pdf?sfvrsn=90f326b1_15
- Bilingual Authorization Content Standards White Paper – https://soe.lmu.edu/media/lmuschoolofeducation/centersandinstitutes/ceel/documents/BilingualAuthorization_ContentStandards_WhitePaper-Final.pdf
- ACTFL Proficiency Guidelines – <https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>
- Proposition 58 – https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB1174
- Global California 2030 – <https://www.cde.ca.gov/eo/in/documents/globalca2030report.pdf>

Availability of Documents on the Internet

Copies of the Notice of Proposed Rulemaking, the Initial Statement of Reasons, the text of the regulations, and this 15-Day Notice can be accessed through the Commission’s website listed above.

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) 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

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 in 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.