# Bilingual Authorization Program Standards and Bilingual Teaching Performance Expectations Crosswalk

Following the December 2021 adoption of the revised bilingual authorization program standards and bilingual teaching performance expectations (BTPEs), the California Commission on Teacher Credentialing (Commission) and the California Association for Bilingual Teacher Education (CABTE) collaborated in the development of this crosswalk tool as an instrument to promote reflection within bilingual authorization programs and bilingual professional communities leading the preparation of bilingual teachers. The revised bilingual authorization program standards and new BTPEs were updated to better align with bilingual education across California. As programs transition to the revised standards and new BTPEs, collaboration and reassessment of current practice is essential. This crosswalk’s purpose: Prompting and supporting collaborative conversations.

Please, observe that this instrument is not indicative of direct alignment between the prior (2008) standards and the updated (2021) standards and BTPEs. Concepts included in the 2021 standards that relate to the topics from the 2008 standards are matched side by side in columns 1 and 2. Underlined text in column 2 for the 2021 standards identifies the concepts that are new and/or expanded in the 2021 standards. Finally, column 3 is meant to provide a workspace for reflection among transitional teams and implementers in bilingual programs.

## 2008 Program Standard 1: Program Design

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale.  The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings. | Standard 1, ❡1  The bilingual teacher preparation program provides an explicit guiding statement of its philosophy, purpose, and rationale relating to bilingual education.  Standard 1, ❡1  The guiding statement acts as a modality for teaching and learning, facilitating the effective participation of bilingual citizens within healthy schools and communities the program’s design of coursework and field experiences for candidates demonstrate (a) valuing the linguistic and cultural assets brought by students to the content and practice of bilingual education; (b) promoting policies, practices, and activities for faculty, staff, and candidates consistent with the ideals of ethnic, racial, and social justice; and (c) supporting equity, inclusion, and racially sensitive practices in all aspects of the program.  Standard 1, ❡2  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 sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education. | Support and resources for programs are found in the Common Standards. |  |
| The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. | Standard 1, ❡3  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 and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. | Standard 1, ❡4  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). |  |
| This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom. | Standard 1, ❡4  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.  Standard 1, ❡5  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 curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture.  It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. | Standard 1, ❡5  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).  Standard 1, ❡5  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.  BTPE 4.4  Beginning bilingual teachers 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. |  |
| The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners’ progress toward meeting standards as defined in the California Curriculum Frameworks (2006). | Standard 1, ❡5  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.  BTPE 2.3  Beginning bilingual teachers 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.  BTPE 4.4:  Beginning bilingual teachers 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. |  |
| The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model. | Standard 1, ❡6  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. |  |

## 2008 Program Standard 2: Assessment of Candidate Competence

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization. | Standard 2, ❡3  As candidates progress through the curriculum, faculty and other qualified mentors assess candidates’ pedagogical performance in relation to the BTPEs and provide formative and timely performance feedback regarding candidates’ progress toward mastering the BTPEs.  Standard 5, ❡1  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 assessment processes. | Standard 4  Program faculty, supervisors, and mentors monitor and support candidates during their progress towards mastering the BTPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who make progress toward meeting program expectations and requirements for the authorization. Appropriate information, advice, and assistance is accessible to guide candidates’ satisfaction of all program requirements in addition to mastering the BTPEs.  Standard 5, ❡1  During the program, candidates are guided and coached on their performance in bilingual instruction using formative and summative coursework and fieldwork-embedded assessments. |  |
| Verification of candidate’s performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization. | Standard 3  The program provides candidates with guidance and assistance by qualified and trained bilingual mentors to guide improvements in practice.  Standard 4  Program faculty, supervisors, and mentors monitor and support candidates during their progress towards mastering the BTPEs. |  |

## 2008 Program Standard 3: The Context for Bilingual Education and Bilingualism

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| Candidates demonstrate knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States.  Candidates demonstrate an understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement. | BTPE 6.2  Beginning bilingual teachers apply knowledge of the philosophical, theoretical, legal, and legislative foundations of bilingual education and advocate for bilingual/multilingual education within their professional communities.  BTPE 1.7  Beginning bilingual teachers demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students’ educational achievement. |  |
| Candidates demonstrate knowledge of research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. | BTPE 4.2  Beginning bilingual teachers 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. |  |
| Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. | BTPE 4.3  Beginning bilingual teachers 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. |  |
| Candidates demonstrate knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages. | BTPE 3.2  Beginning bilingual teachers 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.  BTPE 4.1  Beginning bilingual teachers 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. |  |
| Candidates actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. | BTPE 1.5  Beginning bilingual teachers 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.  BTPE 6.4  Beginning bilingual teachers engage, promote, and empower families’ leadership development for civic engagement under the guidance of mentors. |  |
| Candidates demonstrate an understanding of the family as a primary language and cultural resource. | BTPE 6.5  Beginning bilingual teachers demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering. |  |
| Candidates demonstrate an understanding that students’ motivation, participation and achievements are influenced by an intercultural classroom climate and school community. | BTPE 2.1  Beginning bilingual teachers demonstrate an understanding that students’ motivation, participation, and achievement are influenced by an intercultural classroom climate and school community.  BTPE 2.4  Beginning bilingual teachers 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. |  |

## 2008 Program Standard 4: Bilingual Methodology

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| Candidates demonstrate an understanding of the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and know language forms and functions. | BTPE 3.1  Beginning bilingual teachers 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.  BTPE 3.2  Beginning bilingual teachers 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.  BTPE 3.3  Beginning bilingual teachers 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. |  |
| Candidates demonstrate the ability to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. | BTPE 4.4  Beginning bilingual teachers demonstrate knowledge of the most current English Language Arts/English Language Development Standards and Framework, the most current World Languages Standards and Framework, as well as the applicable state-adopted academic content standards and framework, when designing learning experiences for all students.  BTPE 5.1  Beginning bilingual teachers collaborate with colleagues to plan, develop, implement, and assess standards-aligned content instruction as appropriate to the languages of instruction.  BTPE 1.2:  Beginning bilingual teachers 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.  BTPE 5.3  Beginning bilingual teachers 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.  BTPE 5.4  Beginning bilingual teachers 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. |  |
| Candidates demonstrate preparedness to employa variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. | BTPE 2.6  Beginning bilingual teachers 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.  BTPE 5.2  Beginning bilingual teachers 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.  BTPE 5.3  Beginning bilingual teachers 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.  BTPE 5.4  Beginning bilingual teachers 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. |  |
| Candidates display knowledge of bilingual instructional models, instructional strategies, and materials, and appropriately apply them to their instructional and assessment practices. | BTPE 3.4  Beginning bilingual teachers 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.  BTPE 3.5  Beginning bilingual teachers select instructional resources that will support the developmental, linguistic, cultural, and learning assets and needs of students to help support all students in a bilingual program or setting to access and achieve the content standards.  BTPE 4.3  Beginning bilingual teachers 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.  BTPE 4.4  Beginning bilingual teachers 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.  S1 ❡5  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. |  |
| Candidates demonstrate an understandingof intercultural communication and interaction that is linguistically and culturally responsive. | BTPE 1.6  Beginning bilingual teachers inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.  BTPE 2.2  Beginning bilingual teachers create and maintain a welcoming and supportive classroom, or other instructional environment, where all students feel valued, safe, and respected by adults and peers.  BTPE 2.5  Beginning bilingual teachers 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.  BTPE 2.7  Beginning bilingual teachers establish and maintain clear expectations for productive student-to-student as well as student-to-teacher interactions by co-constructing opportunities for safe and respectful translanguaging during instruction.  BTPE 6.5  Beginning bilingual teachers demonstrate intercultural communication, understanding, and interaction with families and communities that is linguistically and culturally responsive, respectful, affirming, and empowering.  BTPE 6.6  Beginning bilingual teachers 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. |  |
| Candidates demonstrate an ability to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. | BTPE 3.4  Beginning bilingual teachers 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.  BTPE 3.5  Beginning bilingual teachers 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. |  |
| Candidates demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available. | BTPE 3.4  Beginning bilingual teachers 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.  BTPE 3.5  Beginning bilingual teachers 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. |  |

## 2008 Program Standard 5: Culture of Emphasis

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| Candidates demonstrate knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States.  Candidates demonstrate understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.  Candidates demonstrate knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S.  Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States. | BTPE 1.1  Beginning bilingual teachers 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.  BTPE 1.3  Beginning bilingual teachers 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.  BTPE 1.4  Beginning bilingual teachers 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.  BTPE 6.1  Beginning bilingual teachers 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.  BTPE 6.3  Beginning bilingual teachers demonstrate awareness of organizations committed to the advancement of bilingual education.  BTPE 6.6  Beginning bilingual teachers 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. |  |

## 2008 Program Standard 6: Assessment of Candidate Language Competence

| [**2008 Bilingual Authorization Program Standards**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_4) | [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
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| Candidates have attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to the passing standard on the appropriate CSET: LOTE language examination. | Standard 5 ❡1  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.  Standard 5 ❡1  *Provided as clarification only in 2008 standards and included in adopted 2021 standards*  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. The program creates clear guidelines by which the candidate will be assessed. If assessment of candidate language competency is conducted by the program, rather than through the CSET examination, the assessment must measure the candidate’s knowledge of linguistic repertoires and registers across contexts, instructional language, and content-specific language of the target language appropriate to the credential sought by each candidate. |  |

## Bilingual Teaching Performance Expectations

The BTPE below is identified as a new concept in the 2021 bilingual authorization program standards and BTPEs. The BTPE is noted below for programs to consider any implications in program organization, pedagogy, and partnerships.

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| [**2021 Bilingual Authorization Program Standards and BTPEs**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual_authorization_program_standards_btpes.pdf?sfvrsn=8ebc27b1_3/) | Implications for programs in organization, pedagogy, and partnerships |
| BTPE 6.7  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. |  |