

# **Bilingual Authorization Preconditions and Program Standards**

**Commission on Teacher Credentialing**

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[Commission on Teacher Credentialing Program Standards](https://www.ctc.ca.gov/educator-prep/stds-prep-program)

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## Bilingual Authorization Preconditions

**(1)** Candidates for a Bilingual Authorization must hold a prerequisite teaching credential or be recommended for an acceptable teaching credential simultaneously. The following credentials are acceptable as prerequisite or simultaneous teaching authorizations: Single Subject, Multiple Subjects or Education Specialist teaching credentials or the equivalent.

**(2)** The prerequisite teaching authorization must authorize instruction to English learners. Examples of such authorizations include a 2042 authorization, a CLAD or equivalent English Learner Authorization, or the candidate must be eligible for the EL authorization at the time for recommendation for the bilingual authorization. The Certificate of Completion of Staff Development (CCSD) [SB 1969 (Chap. 1178, Stats. 1994), SB 395 (Chap. 685, Stats. 1999), AB 2913 (Chap. 169, Stats. 2004)] is not equivalent to a CLAD authorization.

**(3)** Candidates in a Bilingual Intern Program Delivery model must have demonstrated language competence as defined by Bilingual Authorization Program Standard 6: Assessment of Candidate Language Competence prior to entering the Intern Program.

## Program Standards for Bilingual Authorization

### Standard 1: Program Design

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. 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. The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. 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. 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. 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. 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). 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 2: Assessment of Candidate Competence

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. During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. 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 Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates’ 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.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates’ understanding of the family as a primary language and cultural resource. Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

#### PROGRAM PLANNING QUESTIONS

* + 1. How does the program ensure that candidates develop understanding of the philosophical, theoretical, and research bases for bilingual education, including knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], Lau v. Nichols, Castañeda v. Pickard) and California (e.g., Méndez v. Westminster, Proposition 227, Williams v. State of California) and their effects on bilingual education programs?
	1. How does the program ensure that candidates can analyze the effects and impact of federal, state and local policies on the measurement of educational achievement of students in bilingual programs?
	2. How does the program help candidates to develop understanding of the theoretical foundations, practice, limitations, and effects of the deficit perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation in the target culture) and the enrichment perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation to the target culture?
	3. How does the program provide guidance for philosophical, theoretical, and research bases for bilingual education, including the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education)?
	4. What components of the program prepare candidates to develop and apply knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) and roles of code-switching, language mixing and interlanguage in the development of bilingualism and biliteracy?
	5. What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy?

3.7 How does the program develop each candidates’ understanding of the transferability of language and literacy skills and the acquisition of content and context knowledge between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language?

* 1. How does the program incorporate opportunities for candidates to apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages ) to facilitate development of listening, speaking, reading, and writings skills in the primary and target language?
	2. How does the program prepare candidates to enhance school-home partnerships, and assist in identifying and using community resources? (i.e., candidates support families to contribute their knowledge to culturally inclusive institutions and participate in school forums and organizations)
	3. How does the program prepare candidates for effective, two-way communication with families through the appropriate medium (e.g. parent conferences, phone, home visits, written communication, e-mail, and videos in the primary language) on matters of students success, the family’s educational goals, guidance, notification of rights, placement and program options; understanding student achievement and assessment results; parent roles in supporting student achievement; school and district policies and parent opportunities to influence school policy?
	4. How does the program promote the candidates’ understanding of cultural influences on learning and teaching in bilingual program settings and the understanding of the effects of intercultural communication on school/community climate, student motivation, participation and achievement?

### Standard 4: Bilingual Methodology

The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employa variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates’ understandingof knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to 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.

#### PROGRAM PLANNING QUESTIONS

4.1 How does the program design and develop the candidates’ understanding of the applications, benefits and limitations of different bilingual program models?

4.2 How does the program provide candidates the understanding of ways in which variations in students’ primary languages (e. g, dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language?

4.3 How does the program ensure that candidates apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers) and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages?

4.4 How does the program ensure that candidates demonstrate knowledge of literary analysis in appropriate genres and forms, and their significance for planning, organization, and delivery including strategies to provide differentiated instruction in primary and target language instruction based on student proficiency levels.

4.5 How does the program ensure that candidates demonstrate understanding of the roles, purposes and uses of standardized and non-standardized primary and target language assessments in bilingual education settings in order to interpret the results to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings?

4.6 How does the program ensure that candidates demonstrate the ability to evaluate and incorporate technology to develop students’ literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development?

4.7 How does the program ensure that candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students’ language proficiency in the primary and target languages?

4.8 How does the program ensure that candidates demonstrate understanding of the interrelatedness of language and literacy development in order to plan, select and use a variety of strategies for developing students’ content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences?

4.9 How does the program ensure that candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students’ understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target language?

4.10 How does the program ensure that candidates demonstrate understanding of ways in which students’ life experiences (immigrant or refugee experience, prior educational experiences, oral tradition), language development, and language variations can be used to foster content learning in the primary and target languages?

4.11 How does the program ensure that candidates demonstrate the ability to select, develop and/or adapt, administer and interpret a variety of content assessments in order to plan, organize and differentiate instruction in bilingual settings?

4.12 How does the program ensure that candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction?

4.13 How does the program promote the candidates’ understanding of central concepts of intercultural communication including patterns of nonverbal communication, oral and written discourse and origins of dialectical and/or tonal variations and their influence on standard academic language development?

4.14 How does the program ensure that candidates demonstrate the ability to review and evaluate materials, to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups?

4.15 How does the program ensure that candidates demonstrate the ability to develop, adapt, evaluate, and/or align primary and target language materials, content standards and curriculum frameworks?

4.16 How does the program ensure that candidates demonstrate the ability to evaluate and select state-adopted and state-approved textbooks, and supplementary materials in primary and target language for bilingual education settings based on a variety of criteria including appropriateness for instructional purpose, alignment with curriculum, student and community needs and level of academic language?

### Standard 5: Culture of Emphasis

The professional bilingual teacher preparation program develops candidates’ 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. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the 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.

#### PROGRAM PLANNING QUESTIONS

5.1 How does the program curriculum develop the candidates’ knowledge and understanding of significant geographic, demographic, sociocultural and economic factors of the country/ countries of origin and the effect these factors have on language, cultural and social variations within the culture of emphasis in California and the U.S.?

5.2 How does the program’s curriculum account for the candidates’ understanding of historical and contemporary immigration/migration and settlement/resettlement patterns among the culture of emphasis in the country/countries of origin and the United States, including the influence of economic globalization patterns?

* 1. How does the program’s curriculum provide candidates with knowledge of the major historical eras, movements and developments of the country/countries of origin and help the candidates to analyze and understand the influences of those historical events on the culture of emphasis in California and the U.S.?
	2. How does the program help candidates to recognize the primary social and political structures within the country/countries of origin, and demonstrate understanding of the beliefs, values, and contributions of various groups, including indigenous populations, to the culture of emphasis in California and the U.S.?
	3. How does the program curriculum prepare the candidates regarding the effects of historical and social factors (e.g., economic, political, religious, class structure) of the country/countries of origin and help the candidates to analyze and understand the influences of these factors on the culture of emphasis in California and the U.S.?
	4. How does the program prepare candidates to understand that the roles and status of an individual (i.e., economic, gender, racial, ethnic, social class, age, education level) influence inter- and intracultural relationships and how those factors affect the process of acculturation in California and the U.S.?
	5. How does the program prepare candidates to demonstrate understanding of the educational system in the country/countries of origin and how they are able to analyze ways in which these systems and structures have influenced their involvement in schools of the United States?

### Standard 6: Assessment of Candidate Language Competence

The institution must verify, during the program or at its completion that the candidate has 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. The program creates clear guidelines by which the candidate will be assessed.

#### PROGRAM PLANNING QUESTIONS

* 1. Is the program using the CSET: LOTE examination or local assessment to meet this standard?

If the program chooses local assessment of candidate language skills competencies;

* 1. What measures are used? What are the characteristics and types of these measures?
	2. How does the program ensure that each candidate being recommended for the authorization meets the appropriate language proficiencies?

6.4 How does the program assure that all candidates are assessed in a fair and equitable manner?

##### Clarification for Program Standard 6: Assessment of Candidate Language Competence

*Standard 6 is unique in that it requires that candidates must demonstrate a range of language competence skills in listening, speaking, reading and writing equivalent to the CSET:LOTE Subject Matter Requirements for Subtest II or III (Domains 5-8), and at a level equivalent to the passing standard for the CSET:LOTE examination. This performance level is set at a minimum of ACTFL Advanced-Low for Western languages and ACTFL Intermediate-High for non-Western languages. A description of performance levels exemplified by the ACTFL scales is provided in* [*Appendix C*](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/bilingual-authorization-handbook-pdf.pdf?sfvrsn=b8658f97_2#page=27)*.*

*Programs may choose to require candidates to complete the applicable CSET: LOTE subtest II or III (depending on the language of the authorization) to meet Program Standard 6. Candidates who complete the program route and those who complete the examination route to establishing their language skills competency must demonstrate an equivalent level of language proficiency skills. Additional guidance for responding to Standard 6 is provided below.*

*For programs that elect not to use the CSET:LOTE subtest to meet Program Standard 6, the program must provide information in its response to this standard to clarify how it is determined that a candidate’s language skills are equivalent to the CSET: LOTE content specifications as well as, the qualifications of those individuals making the determination.*

*In curriculum and/or field work assignments and opportunities, the program needs to address the equivalent subject matter requirements as are addressed in Domains 5-8 of the CSET examination. Local assessments are a component of the program for determining the language skills competence of a candidate. The type of questions that may be included in a local language proficiency skills assessment task can be modeled on the examples provided within the subject matter requirements. Some examples are provided below:*

*For example, to demonstrate their listening skills within the program option, candidates either in coursework activities or fieldwork activities should demonstrate that they are able to:*

*♦ Draw conclusions based on information presented in oral messages.*

*♦ Characterize the tone or mood of one or more speakers.*

*♦ Infer the social relationships among speakers (e.g., gender, age, social status).*

*♦ Analyze a personal relationship implied but not stated in an oral communication.*

*♦ Interpret the cultural context of spoken communications.*

*For another example, to demonstrate their writing skills within the program option, candidates either in coursework activities or fieldwork activities should demonstrate that they are able to*

*♦ Demonstrate the ability to compose written texts in appropriate orthography and writing systems.*

*♦ Compose personal correspondence.*

*♦ Compose formal correspondence for a variety of purposes and audiences.*

*♦ Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).*

*♦ Write extended narratives and detailed descriptive accounts of events.*

*♦ Formulate and defend a hypothesis in response to a given situation.*

*♦ Describe the reasoning behind a personal or professional decision.*

*♦ Discuss the advantages and disadvantages of an idea or a proposed course of action.*

*♦ Take a position on an issue and support it with persuasive evidence.*

*Programs responding to this standard should describe how the program will provide opportunities within coursework and/or fieldwork for candidates to demonstrate their language skills competencies. Documentation should describe the qualifications of individuals who will be assessing the level of the candidates’ language skills, and how the program will assure that candidates language proficiency level is equivalent to the Commission-adopted passing standard on the CSET:LOTE language examination.*