# Bilingual Authorization Program Standards

*Adopted January, 2008*

**Sample Matrix to guide Bilingual Authorization Routes, see handbook appendix-** <http://www.ctc.ca.gov/educator-prep/standards/Bilingual-Authorization-Handbook.pdf>

## Program Standard 1: Program Design

| **Standard** | **Narrative Response** | **Documentation** |
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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 clearunderstanding of the instructional needs of learners in bilingual settings. The sponsoringinstitution shows a high priority to the program by providing appropriate support for the programand a demonstrated commitment to teacher preparation and to bilingual education. |  |  |
| The programhas a leadership team whose members are qualified in the areas of teacher preparation andbilingual 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 oflearners in bilingual classroom. |  |  |
| The curriculum is designed around the Knowledge, Skills, andAbilities (KSAs) for Bilingual Methodology and Culture. It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and contentliteracy in two languages, building upon both SB 2042 and California Teachers of EnglishLearners (CTEL) competencies.*.* |  |  |
| The program shows candidates how to help learners to accessthe 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 aconcurrent model and/or as a post-credential model. |  |  |

##  Program Standard 2: Assessment of Candidate Competence

| **Standard** | **Narrative Response** | **Documentation** |
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| Prior to recommending each candidate for a bilingual authorization, one or more personsresponsible 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 standardsincluding 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 institutionaland field-based individuals with bilingual expertise and/or possessing bilingual authorization. |  |  |

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

| **Standard** | **Narrative Response** | **Documentation** |
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| The professional bilingual teacher preparation program provides candidates with knowledge ofthe history, policies, programs, and research on the effectiveness of bilingual education andbilingualism in the United States. |  |  |
| The program develops candidates who demonstrateunderstanding of the philosophical, theoretical, legal and legislative foundations of bilingualeducation and their effects on program design and educational achievement. |  |  |
| Candidates apply knowledge of the research on the cognitive effects of bilingualism andbiliteracy 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 ofcompatibility and may vary among languages. |  |  |
| The program prepares candidates to actively promote authentic parental participation thatincludes learning about school systems, assuming leadership roles and affecting policy.  |  |  |
| The program promotes candidates’ understanding of the family as a primary language and culturalresource.  |  |  |
| Candidates are cognizant that students’ motivation, participation and achievement areinfluenced by an intercultural classroom climate and school community. |  |  |

##  Program Standard 4: Bilingual Methodology

| **Standard** | **Narrative Response** | **Documentation** |
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| 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 targetlanguage. |  |  |
| Candidates are prepared to employ a 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’ understanding ofknowledge of intercultural communication and interaction that is linguistically and culturallyresponsive. |  |  |
| 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 othersupplemental instructional materials. |  |  |
| The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, toassess the suitability and appropriateness for local context and to augment resources when theyare not suitable or available..  |  |  |

##  Program Standard 5: Culture of Emphasis

| **Standard** | **Narrative Response** | **Documentation** |
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| The professional bilingual teacher preparation program develops candidates’ knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced inthe country or countries of origin and in the United States. |  |  |
| Included in that knowledge is theunderstanding of crosscultural, intercultural and intracultural relationships and interactions, aswell 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, andeducational factors that influence the socialization and acculturation experiences of the targetgroups in the California and the U.S. |  |  |
| Candidates demonstrate knowledge of thecountry/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 Standard 6: Assessment of Candidate Language Competence

Standard 6 requires candidates to 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. **CSET:LOTE Examination Subtest Domains,** <http://www.cset.nesinc.com/CS_SMR_opener.asp>

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 the appendix to the Program Sponsor handbook, <http://www.ctc.ca.gov/educator-prep/standards/Bilingual-Authorization-Handbook.pdf>

| **Standard** | **Narrative Response** | **Documentation** |
| --- | --- | --- |
| The institution must verify, during the program or at its completion that the candidate hasattained, in listening, speaking, reading and writing a language proficiency level that isequivalent to the passing standard on the appropriate CSET: LOTE language examination.  |  |  |
| The program creates clear guidelines by which the candidate will be assessed. |  |  |