



Bilingual Authorization Educator Preparation Preconditions, Program Standards, and Bilingual Teaching Performance Expectations

Commission on Teacher Credentialing

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[Commission on Teacher Credentialing Program Standards](#)

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Bilingual Authorization Preconditions

1) Prerequisite Credential

An institution operating a program for the Bilingual Authorization must verify, prior to recommending a candidate for the authorization, that the candidate holds a prerequisite credential or is recommended for a prerequisite credential simultaneously. The prerequisite credential must include an English Learner authorization, or the candidate must be eligible for an English learner authorization pursuant to the provisions of Education Code section [44253.4\(b\)\(1\)](#), and Title 5 California Code of Regulations (CCR) sections [80015.1\(a\)\(1\)](#) and [80015.2](#).

Acceptable prerequisite credentials include a valid California teaching credential, services credential with the added special class authorization, visiting faculty permit, child development permit (at the teacher level or higher) 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.

Bilingual Authorization Educator Preparation Program Standards

Standard 1: 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 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 for faculty, staff, and candidates consistent with the ideals of ethnic, racial, and social justice; and supporting equity, inclusion in all aspects of the program.

The program's design of coursework and field experiences is cohesive and effective in providing candidates with a theoretical and practical understanding necessary to design and implement instruction that addresses the sociocultural, socioemotional, sociolinguistic, sociopolitical, and instructional needs of bilingual learners in a variety of bilingual instructional settings in California public schools.

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

The program demonstrates initial, ongoing, and dynamic collaboration with Local Education Agencies (LEA) which serve as sites for field experiences so that candidates have opportunities to apply concepts and knowledge as described in the Bilingual Teaching Performance Expectations (BTPEs) in section 80615.3. The program ensures candidates gain knowledge and experience, through coursework and fieldwork in bilingual LEA settings, about the types of bilingual programs being offered to Transitional Kindergarten (TK)-12 students (e.g., one-way immersion, dual immersion, developmental), so that candidates are prepared to be effective in their field placements.

The program helps candidates make connections between the universal teaching performance expectations and the BTPEs, so candidates understand how these two sets of related competencies are reflected in both preparation and instructional practice with bilingual TK-12 students in California public schools. The program's curriculum ensures candidates are offered opportunities such as peer collaboration and other ways to learn, practice, and be assessed on the BTPEs, as well as to understand the complex theoretical and practical theories of the bilingual field (e.g., language acquisition theory and practice, bilingual and multilingual instructional approaches and methodologies, cultural products and respect for cultural traditions, English Language Development instruction, and content instruction and assessment using more than one language as the medium of communication and assessment).

The design of the program includes options for candidates to complete the program in a concurrent model and/or as a post-credential model and takes into consideration a candidate's prior bilingual teaching experiences toward meeting program requirements. The design also specifies how the program is responsive to local needs and current contextual conditions. The program provides opportunities for ongoing professional development in the field of bilingual education and helps concurrent candidates transition to teacher induction.

Standard 2: Preparing Candidates toward Mastery of the Bilingual Teaching Performance Expectations (BTPEs)

The BTPEs describe the set of professional knowledge, skills, and abilities expected of bilingual and biliterate candidates to be able to effectively educate and support all students in meeting the state-adopted academic content standards.

The program's coursework and field experience provide opportunities for candidates to learn, apply, and reflect on each BTPE. As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments addresses the BTPEs as they apply to bilingual teacher preparation and includes program-embedded candidate assessments that provide formative feedback to candidates relative to their progress in the program and towards meeting requirements for the authorization.

As candidates progress through the curriculum, faculty and 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 3: 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 mentors who hold a bilingual authorization or who have expertise in bilingual education, as determined by the program, and who are trained 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 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.

Standard 4: 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 advise and assist 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. Accurate and timely information, advice, and assistance is accessible to guide candidates' satisfaction of all program requirements in addition to mastering the BTPEs.

Standard 5: 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

Bilingual Teaching Performance Expectations (BTPE)

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.
7. Demonstrate pedagogical understanding of the philosophical, theoretical, legal, and legislative foundations of bilingual education and their effects on students' educational achievement.

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.

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.

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.

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.

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.

Bilingual Authorization Program Definitions

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.

Concurrent Candidates: Candidates seeking to earn both a Preliminary teaching credential and a Bilingual Authorization as part of their initial preparation for the credential.

Contrastive Analysis: The systematic study of a pair of languages with the purpose of identifying their structural differences and similarities.

Cross-Linguistic Transfer: Language learners' use of linguistic knowledge of one of their languages to leverage the learning of another language.

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.

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.

Dual Language Immersion Program (Two-Way Immersion): 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.

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.

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.

Translanguaging: Refers to using linguistic repertoire, without regard for socially and politically defined language labels or boundaries.