



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 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 (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.

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 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 (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.

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 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, 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). 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 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 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 qualified and 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.

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 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: 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.

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. Inform their pedagogical practices used with students as well as family and community outreach and partnership efforts through an assets-based, racially-sensitive lens.
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.