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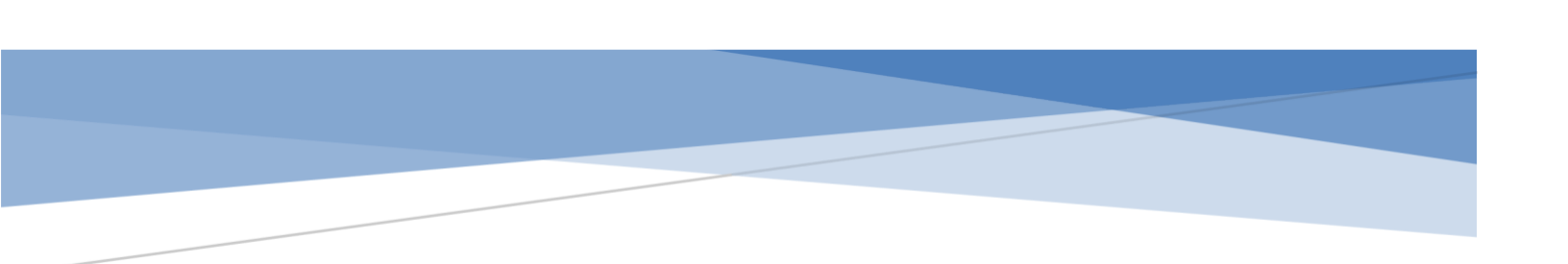
Bilingual Standards Refresh Work Group

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BILINGUAL AUTHORIZATION PROGRAM STANDARDS CONTENT ANALYSIS WHITE PAPER

Prepared by the Bilingual Standards Refresh Work Group

March 2020



Loyola Marymount University
School of Education
Center for Equity for English Learners

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Prepared by the Bilingual Standards Refresh Work Group

Introduction

In May 2018, a collaborative between the Center for Equity for English Learners at Loyola Marymount University, California Association for Bilingual Teacher Education (CABTE), Californians Together (CalTog), and the California Association for Bilingual Education (CABE), formed to discuss a critical issue resulting from the passage of Proposition 58: a predicted shortage of highly qualified and well-prepared bilingual/dual-language teachers in the state. The California Commission on Teacher Credentialing (CTC) established a timeline to update the Bilingual Authorization Program Standards (BAPS) and the Knowledge, Skills and Abilities (KSAs) in 2022; however, this collaborative of stakeholders urged a more timely response to build and connect to the bilingual teacher education knowledge infrastructure in the state. Through an agreement with the CTC and the aforementioned organizations, and with funding from the Sobrato Family Foundation, the Bilingual Standards Refresh Work Group was formed with the following two goals.

1) *Support the accelerated timeline of the Bilingual Authorization Work Group/Expert Panel.* The CTC will convene the Bilingual Authorization Work Group/Expert Panel in 2020. The initial concern was the potential delay in implementation: by the time the Work Group/Expert Panel convenes, conducts their analyses, recommends changes to the standards, collects public feedback related to the standards, and then submits these new or revised standards for state board approval, likely two years would have passed. This brings the earliest end date of revisions to the Bilingual Authorization Program Standards to 2022. In an effort to provide initial support for the Bilingual Authorization Work Group/Expert Panel and to avoid delays to the process of advancing the standards of quality for bilingually authorized teachers in California, the Bilingual Standards Refresh Work Group could provide support via field-generated analyses of the existing standards conducted by representative colleagues.

2) *Solicit input from the field of bilingual education scholars/teacher educators/practitioners.* The aforementioned organizations represent the collective and coherent support and knowledge base for bilingual teacher preparation and professional development. As such, they urge and stand ready to support the CTC's work by offering their expertise and by collaborating with the CTC to create and analyze a statewide survey with the purpose of providing recommendations to update the content in the current Bilingual Authorization Program Standards and KSAs. These would include the integration of the Dual Language Standards that are currently being developed with the Council on the Accreditation of Educator Preparation as a part of the "refresh" of the current standards, along with other relevant and recent research in the field.

To respond to these goals, the Bilingual Standards Refresh Work Group was formed with the task of reviewing the existing Bilingual Authorization Program Standards, KSAs, and other CTC standards on teacher preparation (e.g., Preconditions, Common Standards), and analyzing these with a focus upon current research in the field of bilingualism, equity, and dual language programs. Statewide experts in bilingual teacher preparation were invited to join the work group by Dr. Magaly Lavadenz, Distinguished Professor of English Learner Policy, Research, and Practice at Loyola Marymount University (LMU) and Executive Director of LMU's Center for Equity for English Learners (CEEL). The 12 work group members

included professors, directors, and scholars from two University of California campuses, three California State University campuses, and four private colleges and universities.

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The Bilingual Standards Refresh Work Group first convened in person on April 13, 2019 at Loyola Marymount University. A lead team consisting of members of the Work Group met a few weeks prior to draft an agenda, set activities, and create a pre-meeting reading list. During the April 13th convening, the Work Group established processes to deeply examine the content of the current Bilingual Authorization Program Standards; review and document considerations; identify the current research that could inform possible additions to the standards; discuss the survey that would go out to the field; and, draft a plan and timeline to produce recommendations. To build consistency across the analytic procedures, the entire group worked together to review one standard to calibrate processes and document how to analyze the standards. The process included using a matrix that excerpted language from the existing standard; identifying what was missing and additions that were needed; and commenting on assessment, policy, and practice implications. Additionally, the Work Group agreed to the importance of identifying references and words or phrases that should be defined for each standard. Once these procedures were agreed upon, the Work Group divided into subgroups of two to three members, and each subgroup was responsible for analyzing one standard.

The Bilingual Standards Refresh Work Group met in person an additional time on August 29, 2019 at CEEL-LMU. Between the April and August face-to-face meetings, subgroups met several times via video conference calls to complete their analyses of the standards, and the whole group met via video conference on June 6, 2019 to review each subgroup's analysis of the standard they had worked on. During the August 29th in-person meeting, the group worked on a standards crosswalk document, reviewed references and the proposed glossary of terms,¹ decided on the contents of the white paper, created new timeline and tasks, and further discussed content and process for survey of the field. Additionally, virtual meetings were scheduled between September 2019 through January 2020 for drafting and review of standard analyses and this white paper.

¹ The updated [reference list](#) includes new references (in blue font) that are added to the original list from the Bilingual Authorization Program Standards Handbook. Our proposed glossary of terms to ensure consistency in the field appears in [Appendix B](#). These terms are based on current research in the field, but it is not an exhaustive list.

The Bilingual Authorization Standards Content Analysis White Paper is thus intended to be a resource to the Bilingual Authorization Work Group/Expert Panel for their consideration and in support of the task ahead of them. It has been developed in the spirit of collaboration and mutual support in our common purpose to prepare the most highly-qualified, bilingually-authorized teachers that our TK-12 students deserve.

Overarching Issues

Across the standards, there were several issues that emerged as important considerations for the CTC’s Bilingual Authorization Work Group/Expert Panel. Although the content of each standard is reviewed in this document ([Appendix A](#)), the Work Group did identify the critical issues of field work and clinical experiences in the preparation of bilingual teachers as largely absent from the current standards. Recognizing that these reside in the Program Preconditions and Conditions, and that these have changed substantially in general teacher preparation, our group affirms that learning to teach in bilingual/dual language classrooms requires field and clinical experiences in bilingual/dual language classrooms that can be accomplished in both simultaneous and sequential program designs at each institution. Thus, our recommendation to the Bilingual Authorization Work Group/Expert Panel is to address this vital component of bilingual teacher preparation accordingly.

Crosswalk of Standards

After each subgroup completed their work in analyzing each standard ([Appendix A](#)), we reconvened to identify cross-cutting themes that appeared in each of the standards, as reflected in Table 1. Themes that appeared address larger contextual issues (e.g., equity) that align with larger state policies (e.g., CA EL Roadmap) and serve as signals for discussion for the Bilingual Authorization Work Group/Expert Panel.

Table 1. Themes Appearing Across Standards

Theme	Applies to BAPS	Rationale
Equity-orientation	All	Bilingual teachers work with diverse students in multilingual settings. All standards need to reflect and be responsive to the socio-linguistic, socioemotional, sociocultural, and sociopolitical factors for the contexts and students they will serve. Teacher candidates and program leaders need to have an advocacy orientation.
CA English Learner Roadmap	All	The design of programs, curriculum, and assessments should align to the TK-12 CA English Learner Roadmap principles and follow an assets-based approach.
Bilingual Learners/Emergent Bilinguals/ELs	All	Program standards should include the use terms that embrace an asset-based approach when working with students of diverse language backgrounds.
Current research on bilingualism,	All	Much research has been done on bilingualism, multilingual education, translanguaging, dual language programs,

<p>multilingualism, etc.</p>		<p>culturally sustaining pedagogies, etc. since the standards were first adopted in 2009. Revisions of the standards need to include updated research related to these relevant fields, including an update of terminology (e.g., emergent bilinguals).</p>
<p>International/binational/transnational perspectives for bilingualism/multilingualism</p>	<p>3, 4, 5</p>	<p>Revisions of the standards need to expand bilingualism beyond the California context to towards a national and international/global perspective for diaspora communities and countries of origin. Revisions should extend the notion of bilingualism to multilingualism.</p>
<p>Teacher Performance Expectations (TPEs)</p>	<p>2, 4</p>	<p>New Bilingual/Multilingual Teacher Performance Expectations should be proposed and adopted.</p>
<p>Necessity of bilingual/dual language clinical fieldwork</p>	<p>1, 2, 4</p>	<p>Bilingual/dual language candidates should have bilingual/dual language clinical fieldwork, and this should be cross-referenced to the Common Standards.</p> <p>Cross-reference to Common Standards: Fieldwork and clinical experiences work need to be situated and contextualized in educational settings designated in a range of bilingual/dual language program types.</p>
<p>Integration of clinical practice – connection to common standards, bilingual TPEs, and consistency of PQRs</p>	<p>4</p>	<p>Standards should address concerns about trends in having the bilingual authorization as a “post” or sequential credential program, creating a lack of opportunity for practice, mentorship, and guidance in learning to teach in bilingual/dual language programs.</p> <p>Focus on the need for articulated sequencing of bilingual/multilingual fieldwork and clinical practice over the arc of the program, honoring bilingual instructional settings across a spectrum of program designs, e.g., developmental bilingual, two-way immersion, heritage language programs.</p>
<p>Target language linguistic proficiency Linguistic Contrastive analysis</p>	<p>1, 2, 5</p>	<p>Identify how target language linguistic proficiency works with Standard 6 and in developing bilingual teachers’ language proficiency across a program.</p>
<p>Cultural literacies, cross-cultural understanding and intercultural competence</p>	<p>1, 4, 5</p>	<p>Focus on need to develop cultural knowledge, cross-cultural understanding, and intercultural competence to develop students’ identities and sense of community.</p>

The following pages provide a summary of the standard-by-standard analysis from the Bilingual Standards Refresh Work Group.

Standard Analysis

The Bilingual Standards Refresh Work Group reviewed all six of the Bilingual Authorization Program Standards and engaged in deeply analyzing Standards 1 through 5. The Work Group did not do a deep analysis of Standard 6 (Assessment of Candidate Language Competence) as we agreed that the current content is appropriate as written. Below are the analyses for Standards 1-5, which include three areas: (1) descriptions of key elements within the standard; (2) recommended revisions; and (3) implications related to assessment, policy, and practice. Tables created as part of the analysis for each standard that are referenced in the narratives below are found in the [Appendix A](#).

Standard 1: Program Design

Key elements. Standard 1 affords bilingual teacher preparation programs the opportunity to develop and commit to a program philosophy that communicates an equity orientation responsive to sociolinguistic, socioemotional, sociocultural, and sociopolitical factors for diverse learners in multilingual settings. Several key elements included in the existing version of Program Standard 1 serve as a guide for program design and will benefit from significant revisions in order to reimagine, reignite, and bolster the quality and potential impact of bilingual teacher preparation programs throughout the state. The design of the program and curriculum should align to the TK-12 CA English Learner Roadmap Principles and follow an assets-based approach. [Table A1](#) delineates these interconnected elements, including program leadership committed to the development and operationalization of an infrastructure that demonstrates high priority for bilingual/dual language teacher education. Standard 1 also addresses intentional curriculum design and candidates' developing depth of knowledge regarding research-based theories and approaches that help all learners access grade level content in multilingual settings. This is facilitated in collaboration with local district partners that have culturally and linguistically diverse student populations, including those with high numbers of English Learners (ELs) wherever possible, and those with research-based biliteracy/dual language programs. Program options are delineated as part of program design, denoting implications for course sequencing and candidate assessment.

Recommended revisions. Based on our analysis of the key elements for Standard 1, we recommend the following revisions (see [Table A1](#)).

- 1) Include an equity-orientation and an explicit reference to/alignment with the TK-12 CA English Learner Roadmap principles within the program philosophy. Philosophy should be based upon an assets-based approach and include an expanded version of typologies of learners in multilingual settings. Program philosophy should align with Standard 5 and include information about the socioemotional, sociolinguistics, and sociopolitical needs of ELs in bilingual and multilingual settings.
- 2) In alignment with Standards 2-6, the program leadership team includes reference to institutional infrastructure that demonstrates high priority for bilingual teacher education (e.g., resources, personnel, recruitment) and includes criteria for leadership qualifications and characteristics in socioemotional, sociolinguistics, and sociopolitical expertise, in addition to teacher preparation and bilingual/dual language instruction and education.
- 3) Expand the definition of "Collaboration with Local Districts" to include other opportunities (e.g., varied clinical experiences, school-based clinical faculty) and settings. Include criteria and expectations ensuring that selected local district partners have culturally and linguistically diverse

contexts with high numbers of ELs (wherever possible) and have research-based biliteracy/dual language programs to assure support and preparation of receiving teachers, mentors, and educational leaders.

- 4) In alignment with Standards 2-6, the curriculum design includes language across KSAs to establish socioemotional, sociolinguistics, sociopolitical, and sociocultural elements as a critical knowledge base. Include explicit reference/alignment to TK-12 CA English Learner Roadmap principles ensuring an assets-based approach and an expanded version of typologies of learners in multilingual settings.
- 5) The language describing candidate knowledge of biliteracy research should be reframed around multiliteracy, research-based theories which include references to emerging and re-emerging literature (e.g., bicognition, bi-cognitive development, translanguaging) and include considerations for third languages, including indigenous languages, Standard English Learners (SEL), and language varieties.
- 6) Candidate knowledge of access to content and progress benchmarks should explicitly refer to access to content in multilingual settings and to monitoring progress in multiple languages. This should include current research-based practice in bilingual settings and considerations for benchmarks and assessments based on recommendations in the CA ELA/ELD Framework.
- 7) Program completion options identify/re-define options for each pathway (see Standard 2 recommendations) and include language about expectations for clinical/fieldwork experiences, including for test completers.
- 8) Criteria for Face-to-Face, Hybrid, and/or Online Program Options be established.

Assessment, policy, and practices. Given that Standards 1 and 2 do not include Program Planning Questions (PPQs), several recommendations for PPQs are proposed to guide program assessment and development of policies and practices for Program Design (see [Table A1](#)). These include consideration of how the program engages diverse stakeholders in the development of each element of the program (i.e., program philosophy, leadership team, collaboration with local districts, curriculum design, candidate knowledge, and completion options) and how program metrics inform continuous improvement across each element. PPQs should also explicitly address how the program identifies and operationalizes criteria for leadership team members and collaboration with local districts. Also recommended is that Common Standards address bilingual authorization through continuous improvement processes.

Standard 2: Assessment of Candidate Competence

Key elements. As written, Standard 2 defines a program's responsibility for assessing a bilingual teacher candidate's competence across multiple dimensions, including contexts for bilingual teaching and learning, methods and pedagogical approaches for biliteracy/dual language settings, and language proficiency competencies. This standard also specifies assessment processes that programs employ to provide formative and summative feedback and collect evidence to verify candidate competence. The key elements of this standard will require significant revisions grounded in a clear definition and delineation of research-aligned elements of multilingual education in order to hold programs accountable for documenting evidence for candidate performance. We contend that the base Teacher Performance Expectations (TPEs) do not suffice to address the competencies of specialized knowledge for bilingual teachers and thus a critical consideration for redesigning the content of this standard is to create and release new Bilingual/Multilingual Teaching Performance Expectations (BMTPEs), subsequently allowing for the creation of updated KSAs for bilingual educators prepared to serve in multilingual settings. Specific recommended revisions to existing key elements for this standard are further delineated below.

Recommended revisions. [Table A2](#) presents an overview of our analysis of this standard. Key recommendations for revisions are summarized here.

- 1) Align assessment of candidates' competence criteria to elements in Standard 1 and Standards 3-6.
- 2) Based on the creation and release of Bilingual/Multilingual Teaching Performance Expectations (BMTPEs), provide a clearer definition of "satisfactory performance" to guide programs in making decisions about processes and procedures to document performance evidence, inclusive of knowledge, skills, and abilities on the context of bilingual/dual language education, bilingual/dual language methodology and pedagogy, and language proficiency.
- 3) Expand the concept of "bilingual instruction" beyond technical competencies to include the full range of competencies a bilingual teacher engages in, such as initial and diagnostic assessment of bilingual learners, instructional design based on asset-based pedagogy, universal design for learning across language systems, differentiated instruction, and equity pedagogy.
- 4) Expand the concept of assessment to include diagnostic, formative, and summative assessment processes and strengthen this element of the standard by aligning assessment processes for bilingual authorization candidates to show demonstration of a full range of professional competencies as defined in the proposed Bilingual/Multilingual Teaching Performance Expectations (BMTPEs).
- 5) Consider alignment to summative teacher performance assessments (CalTPA) and create clear criteria for requirements, and document submission and assessment, including processes for calibrated bilingual assessors.
- 6) Be more specific regarding qualifications of individual(s) who verify a candidate's performance to include consideration for type of credential and specialist credentials, as well as expectations for an assessor's current knowledge base on bilingual/biliteracy teaching and learning.
- 7) Ensure that criteria for institutional and clinical practice evaluators/assessors corresponds to individuals in multiple pathways (e.g., sequential, simultaneous, residency, intern, traditional student teaching).

Currently unaddressed in this standard is consideration for robust verification of competency for multiple pathways of program completion (e.g., sequential, simultaneous, residency, intern, student teaching), as well as test-only option completers. With the growing demands to respond to the bilingual teacher shortage, our team's commitment to quality bilingual educator teacher preparation requires CTC to identify viable options for programs to establish processes to collect field-based evidence of candidate's expertise/teaching performance to substantiate verification of competence for multiple pathways as well as for test-only completers.

Assessment, policy, and practices. Currently, Standard 2 (as well as Standard 1) does not have PPQs to support added authorization programs in responding to the elements of the standard. Several recommended PPQs are delineated in [Table A2](#) to guide program assessment and development of policies and practices. These include consideration of how programs specify processes for documenting evidence of satisfactory performance across required dimensions, as well as programs' definition and use of a comprehensive assessment plan (i.e., diagnostic, formative, and summative assessment processes) to guide and coach candidate performance. Related to this is a question on how program assessments align to and support candidates' performance on state-required summative assessments. To ensure quality of support and supervisory personnel, we recommend the establishment of criteria for institutional and field-based individuals responsible for monitoring, supporting, and assessing bilingual teacher candidates' performance.

Standard 3: The Context for Bilingual Education and Bilingualism

Key Elements. Standard 3 supports candidates in their understanding of the local, state, national, and international context of language policy, and how these contexts inform bilingual education, bilingual program models, and research associated with program effectiveness for bilingual learners in K-12 schools.

Recommended revisions. Since this standard confounds the context with application/instruction, our recommendation is that this standard focus more clearly on the connection between context, research, and policy. We suggest this standard concentrate on the philosophical, theoretical, legal, and legislative foundations of bilingual/dual language education as it relates to instructional practice and intercultural communication with parents and community at large. Moreover, based on our analysis of the key elements and recommended revisions found in the [Table A3](#), we also recommend Standard 3 should focus on the context for bilingual education not only in California and the U.S., but in the global multilingual community. It must reference the local, state and national landscape as well as the global context.

Lastly, it seems beyond the scope of the standard to include the development of bilingualism and biliteracy as developmental processes connected to principles of language transfer, contrastive analysis, cognitive and metacognitive research-based processes, language use, interlanguage, and translanguaging. We would like to suggest that these themes be transferred to Standard 4 so that they would be included in bilingualism, biliteracy, and bilingual methodology. We are not proposing minor surface-level cosmetic changes to Standard 3; rather we are suggesting some structural changes to the fabric of this standard for consideration.

Standard 4: Bilingual Methodology

Standard 4 identifies the general bilingual pedagogic skills as applied to practices for bilingual candidates as they relate to the four interconnected language domains (reading, writing, listening, and speaking). This standard also addresses assessment, adaptation and use of instructional materials, knowledge of bilingual program types, and the intercultural interactions that are pedagogically and culturally responsive.

Recommended revisions. Based on our analysis of the key elements and recommended revisions found in the [Table A4](#), our first recommendation is that the CA ELA/ELD frameworks and current content area frameworks be addressed throughout the methodology standard. We also recommend that integrated and designated ELD instruction is incorporated across Standard 3. We recommend the integration of bilingual student assessments and bilingual “signature” assessment for teacher candidates. Signature assignments help provide fidelity across a program. We also need to include the latest research around translanguaging, as well as incorporate linguistic and culturally sustaining pedagogies. Clinical practice using research-based practices across a variety of bilingual program models needs to be incorporated into Standard 4. We also recommend binational, international, and global perspectives and authentic materials need to be integrated across the standard.

Assessment, policy, and practices. We call attention to the need for the bilingual TPEs as a way to assess candidates’ pedagogic abilities that can complement the non-bilingual TPEs as part of a new teacher assessment policy. Further, as applied to simultaneous versus sequential bilingual teacher program design, this issue warrants greater consideration. This consideration includes potential (mis)interpretation of the metaphor of the “common trunk” and its branches in regards to *when and*

how bilingual candidates can demonstrate these abilities in the context of research and policies supporting enhanced clinical experiences for teachers who add the authorization after initial certification.

Standard 5: Culture of Emphasis

Key elements. Standard 5 calls for professional teacher preparation programs to have a breadth and depth of understanding of the cultures aligned to the target languages being taught in bilingual education settings throughout California, the United States, and globally. Based on the analysis of the standard, recommendations of key elements needing to be addressed are as follows: (1) all language stating “Culture of Emphasis” needs to be reworded as “Target Ethnic Group” or an alternative to acknowledge and reflect the cultural diversity that is found within an ethnic group, nation state, or group of people with a shared language; (2) key elements addressed in the standard description should reflect the most up-to-date research inclusive of culturally sustaining pedagogies to reflect the dynamic nature of culture as it relates to the values, traditions, practices, and beliefs of the target ethnic group; and (3) professional teacher preparation programs within the field of bilingual education should also prepare candidates to develop an asset-oriented frame of reference rooted in equity and social justice.

Recommended revisions. Considering the key elements that needed to be addressed, there were several recommendations for revisions outlined in [Table A5](#). To begin, there were several discrepancies found between the standards description and PPQs. For example, in the first question of the PPQ, emphasis was made in understanding the traditions, roles, status, and communication patterns of the target ethnic group; however, this expectation did not explicitly correspond with the program planning questions. Therefore, modifications and additions were made for each program planning question to mirror the expectation of the standard description (see [Table A5](#)). We also suggested additional language in the standard description to reflect the additional PPQs proposed. For example, key elements aligned to PPQ 5.6 should reflect a knowledge of the cultures, values, beliefs, experiences, and contributions of the target ethnic group to the United States. Moreover, teacher candidates should have an in-depth understanding of culturally sustaining pedagogies that complement their working knowledge of cross-cultural, intercultural, and intracultural relationships of students represented in the target ethnic group. This will equip candidates with the tools needed to value and sustain the cultural diversity of students who share membership within the target ethnic group. Lastly, a second component was added to [Table A5](#) titled, *Additional Key Elements: Standard Language & Program Planning Questions to be Considered*. This section reflects the language omitted from the original key elements. Understanding the historical roots of bilingual education are founded in equity and social justice, so we recommend including explicit language that captures a program’s ability to build an awareness among its candidates of educational inequality perpetuated by structural barriers, in addition to the tools needed to advocate for marginalized students in the target ethnic group as well as engage community members of the importance of educational equity in compulsory classroom settings.

Assessment, policy, and practices. In order to successfully achieve the recommended revisions aforementioned, we included and/or revised additional program planning questions to the Standard 5 description. These additional questions can be found in the third column of [Table A5](#). PPQs reflect the change in language from “culture of emphasis” to “target ethnic group.” Throughout the PPQ revisions and additions, we also included language that emphasizes the importance of social justice education and equity-oriented instruction strategies rooted in culturally sustaining pedagogies. One element not included in [Table A5](#), but in need of further examination, is guidance in how Standard 5 can be operationalized across bilingual authorization programs. This guidance can be inclusive of program logic

models and/or vignettes. In our analysis, we grappled with the best way to approach Standard 5. For example, should Standard 5 be operationalized as a class taught in the target language? Can a credential program develop a course inclusive of all Standard 5 PPQs to reflect a region (e.g., Latin American, South East Asia, Middle East) rather than a specific nation-state (e.g., Mexico, Korea, Portugal, Saudi Arabia)? Does the LOTE reflect and/or align with the current research as it relates to the experiences of the target ethnic group, and/or should it be revised to reflect the revised program standards? These questions have not yet been resolved, and warrant further analysis.

Recommendations and Conclusion

The Bilingual Standards Refresh Work Group engaged in this eighteen-month process in the service of the formal CTC's Bilingual Authorization Work Group/Expert Panel. This white paper is intended to support the statewide preparation of bilingual/dual language teachers so that they can, in turn, deliver the most up-to-date practices to support their students' biliteracy development and academic success. The time has come to intentionally reverse the harm Proposition 227 has caused our current teacher candidates and thousands of students in grades PreK-12. In addition to the standards-specific recommendations, the following considerations are essential to the process:

- Determining appropriate terminology(ies) to be used for ELs, multilingual learners, emergent bilingual, etc.;
- Clarifying implementations of the Common trunk (see Standard 4 recommendations) as it relates to bilingual authorization;
- Addressing Bilingual Teacher Performance Expectations;
- Updating the Common Standards and Preconditions to address bilingual/dual language teachers; and
- Integrating the updated Common Standards and Preconditions in design of the program to address bilingual/dual language clinical practice as well as through the standards.

We must find ways to certify bilingual teachers who are not only highly skilled in their content areas, but most importantly in the linguistic abilities (Faltis & Valdés, 2016) needed to meet rigorous biliteracy standards. Collaboration, shared resources, and joint commitments amongst university systems and across departments are necessary to ensure maximum success. It is incumbent on those of us that continue to advocate for quality bilingual/dual language education to organize ourselves to meet the growing demands and current challenges in preparing highly qualified bilingual teacher candidates in California.

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(Note: This reference list includes new references in blue font that are added to the original list from the Bilingual Authorization Program Standards Handbook, which appears in black font.)

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**APPENDIX A:
Analysis Tables for Each Standard**

Table A1: Standard 1-Program Design

Key elements (Quoted directly from the standard)	Recommended revisions	Assessment, policy, & practice PPQ = Program planning questions
<p>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.</p>	<p>PROGRAM PHILOSOPHY</p> <p>Include equity-orientation in program philosophy.</p> <p>Include reference/alignment to TK-12 CA English Learner Roadmap Principles:</p> <ul style="list-style-type: none"> ● assets-based approach, and ● expanded version of typologies of learners in multilingual settings. <p>Include information about socioemotional, sociolinguistics, and socio-political needs of ELs in multilingual settings.</p> <p>Align to Standard 5.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: How does the program philosophy communicate an equity orientation responsive to socio-linguistic, socio-emotional, and socio-political factors for diverse learners in multilingual settings?</p> <p>How does the program engage diverse stakeholders to inform program design?</p> <p>How do program metrics inform continuous improvement?</p>
<p>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.</p>	<p>LEADERSHIP TEAM</p> <p>Include reference to program infrastructure that demonstrates high priority for bilingual teacher education: resources, personnel, recruitment.</p> <p>Include criteria for leadership qualifications and characteristics in socioemotional, sociolinguistics, and socio-political expertise, in addition to teacher preparation and bilingual/biliteracy instruction.</p> <p>Align to Standards 2-6.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: How does the program identify and use criteria for bilingual program leadership team members? How does the program provide ongoing professional learning and development for leaders and staff?</p> <p>How does the program engage diverse stakeholders to inform program infrastructure and resource prioritization?</p>

		<p>How do program metrics inform continuous improvement?</p>
<p>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 classrooms.</p>	<p>COLLABORATION WITH LOCAL DISTRICTS</p> <p>Expand definition of collaboration to include other opportunities (e.g., varied clinical experiences, school-based clinical faculty).</p> <p>Include criteria for local district partners that have culturally and linguistically diverse contexts, with high numbers of ELs (wherever possible) and have research-based dual language/bilingual//biliteracy programs.</p> <p>Include language about expectations to work with local districts to assure support and preparation of receiving teachers, mentors, and leaders.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: How does the program identify and operationalize criteria for collaboration with partner districts?</p> <p>How does the program collaborate with local districts to provide ongoing professional learning and development for receiving teachers, mentors, and leaders?</p> <p>How does the program engage diverse stakeholders to inform development of clinical and practicum experiences?</p> <p>How do program metrics inform continuous improvement?</p>
<p>The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture.</p>	<p>CURRICULUM DESIGN</p> <p>Include reference/alignment to TK-12 CA English Learner Roadmap Principles:</p> <ul style="list-style-type: none"> ● assets-based approach, and ● expanded version of typologies of learners. <p>Include language across KSAs to establish socioemotional, sociolinguistics, sociopolitical, and sociocultural elements as critical knowledge base.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: How are the program’s signature assignments aligned to KSAs? What dimensions of the signature assignments demonstrate candidates’ development of socioemotional, sociolinguistic, sociopolitical, and sociocultural awareness and application in biliteracy</p>

	<p>Align to Standards 2-6.</p>	<p>teaching and learning?</p> <p>What research-based practices for bilingual teacher preparation and adult learning, including reflective practices, are evident in the program’s curriculum design?</p> <p>How does the program engage diverse stakeholders in designing curriculum?</p> <p>How do program metrics inform continuous improvement?</p>
<p>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.</p>	<p>CANDIDATE KNOWLEDGE OF BILITERACY RESEARCH</p> <p>Reframe language around multiliteracy, research-based theories.</p> <p>Include reference to bicognition and translanguaging.</p> <p>Include considerations for third language, including indigenous languages, SELs, varieties of language.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: What dimensions of the signature assignments demonstrate candidates’ development of depth of knowledge regarding research-based theories for instruction in multilingual settings?</p> <p>How does the program engage diverse stakeholders in designing curriculum?</p> <p>Reference PPQs for Standard 4-Bilingual Methodology.</p>

<p>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).</p>	<p>CANDIDATE KNOWLEDGE OF ACCESS TO CONTENT AND PROGRESS BENCHMARKS</p> <p>Include reference to providing access to content in multilingual settings and monitoring progress in multiple languages.</p> <p>Include current research-based practice in bilingual settings.</p> <p>Include considerations for benchmarks and assessments based on recommendations in the CA ELA/ELD Framework.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs:</p> <p>What dimensions of the signature assignments demonstrate candidates’ development of depth of knowledge regarding approaches to helping all learners access grade level content in multilingual settings?</p> <p>How does the program provide varied experiences for candidates to observe, document, analyze, and describe ELs’ progress in two or more languages?</p> <p>How does the program engage diverse stakeholders to inform the development of coursework coupled with clinical and practicum experiences to model, co-teach, and debrief approaches?</p> <p>How do program metrics inform continuous improvement?</p> <p>Reference PPQs for Standard 4: Bilingual Methodology metrics.</p>
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<p>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.</p>	<p>PROGRAM COMPLETION OPTIONS</p> <p>Need to identify/re-define options for each pathway (see Standard 2 recommendations).</p> <p>Include language about expectations for clinical/fieldwork experiences, including for test completers (see Standard 2 recommendations).</p> <p>Include established criteria for designing Face-to-Face, Hybrid, and/or Online Program Options.</p> <p>Include established criteria for monitoring quality of Face-to-Face, Hybrid, and/or Online Program Options.</p>	<p>Standard 1 does not currently include PPQs.</p> <p>Add PPQs: How are program options defined for each pathway? What criteria are used to ensure all options provide substantive clinical/fieldwork experiences?</p> <p>How does the program engage diverse stakeholders to inform the development of program options?</p> <p>How do program metrics inform continuous improvement?</p>
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Table A2: Standard 2-The Assessment of Candidate Competence

Key elements (Quoted directly from the standard)	Recommended revisions	Assessment, policy, & practice PPQ = Program Planning Questions
<p>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.</p>	<p>Clearly define what research-aligned elements of multilingual education are critical to hold programs accountable for documenting evidence for “satisfactory performance.” This should be in alignment with elements specified in Standard 1 and Standards 3-6.</p> <p>Create and release new Bilingual/Multilingual Teaching Performance Expectations (BMTPEs). These should be above and beyond the base TPEs to address the competencies of specialized knowledge for bilingual teachers.</p> <p>Create and release updated KSAs for bilingual educators prepared to serve in multilingual settings.</p>	<p>Standard 2 does not currently include PPQs.</p> <p>Add PPQs: How does the program document evidence for satisfactory performance, inclusive of knowledge, skills, and abilities, on the context of bilingual and/or dual language education?</p> <p>How does the program document evidence for satisfactory performance of bilingual methodology inclusive of evidence from clinical and field experiences?</p>

	<p>Based on the release of new Bilingual/Multilingual Teaching Performance Expectations (BMTPEs), we are proposing the following recommendations:</p> <p>Recommendation 1: Program documents evidence on candidate’s BMTPE Knowledge, Skills and Abilities (KSAs) in bilingual learning programs in the context of Bilingual and/or Dual Language Education.</p> <p>Recommendation 2: Program documents evidence on satisfactory candidate performance in BMTPEs Field Experiences demonstrating Bilingual Methodology in Bilingual and/or Dual Language Programs.</p> <p>Recommendation 3: Program documents evidence on satisfactory candidate performance in BMTPEs Clinical Practice demonstrating Bilingual Methodology in Bilingual and/or Dual Language Programs.</p> <p>Recommendation 4: Program documents evidence on satisfactory levels of candidate language proficiency in the target language (Listening, Speaking, Reading and Writing) to be used in either language instruction, support, or translanguaging.</p>	<p>What processes has the program established to document evidence of candidate’s language proficiency in listening, speaking, reading, and writing?</p>
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<p>During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes.</p>	<p>Broaden the interpretation of what a bilingual teacher does and add full range of competencies a bilingual teacher engages in.</p> <p>The concept of “bilingual instruction” is too narrow and focuses on its technical competencies. It doesn’t capture the full range of what teachers do as it only refers to instruction.</p> <p>Clarify what is meant by “formative assessment processes.” Add more description of this, either in the body of the standard or add Program Planning Questions to Standard 2 to help guide decisions on what qualifies as “formative assessment processes.”</p> <p>Expand the concept of assessment to include diagnostic, formative, and summative assessment processes.</p> <p>Align assessment processes for Bilingual Authorization Candidates to show demonstration of a full range of professional competencies as defined in Bilingual/Multilingual Teaching Performance Expectations (TPEs) via multiple, authentic, and performance-based assessments that are developmentally appropriate (i.e., diagnostic, formative, and summative assessments) for candidates.</p> <p>Consider alignment to SUMMATIVE ASSESSMENT(CA TPA 2.0) - Create clear criteria for requirements, document submission, and assessment, including processes for calibrated bilingual assessors.</p>	<p>Standard 2 does not currently include PPQs.</p> <p>Add PPQs: How does the program define and use a comprehensive assessment plan (i.e., diagnostic, formative, and summative assessment processes) to guide and coach candidate performance?</p> <p>How do program assessments align to and support candidates’ performance on state-required summative assessments?</p>
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<p>Verification of candidate’s performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.</p>	<p>Be more specific on who verifies a candidate’s performance to include consideration for type of credential and specialist credentials as well as expectations for an individual’s current knowledge base on bilingual/biliteracy teaching and learning.</p> <p>Ensure that criteria for institutional and field-based evaluators/assessors corresponds to individuals in multiple pathways (e.g., sequential, simultaneous, residency, interns, student teaching).</p> <p>Add element: Verification of candidate’s competence for test-only option completers. Include field-based evidence of demonstrating expertise in bilingual methodology in bilingual/dual language programs.</p>	<p>Standard 2 does not currently include PPQs.</p> <p>Add PPQs: What criteria are established for institutional and field-based individuals responsible for monitoring, supporting, and assessing bilingual teacher candidate’s performance?</p> <p>How does the program establish processes to collect field-based evidence of candidate’s expertise to substantiate verification of competence for test-only completers?</p>
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Table A3: Standard 3-The Context for Bilingual Education and Bilingualism

Key elements (Quoted directly from the standard)	Recommended revisions	Assessment, policy, & practice PPQ = Program planning questions
<p>The professional bilingual teacher preparation program provides candidates with knowledge of history, policies, programs and research on effectiveness of bilingual education and bilingualism in the U.S.</p>	<p>Change “bilingualism” to language policy (this includes bilingualism).</p> <p>Expand “bilingual” throughout the standard to read “bilingual/multilingual.”</p> <p>Include language policy in a global context, not just the U.S.</p>	<p>Related PPQs: 3.1, 3.2, 3.6, 3.8.</p> <p>Some suggestions for additions or shifts in PPQs: What are examples of education policies in other global contexts?</p> <p>How do assessment practices and results inform educational policy in the U.S. and abroad?</p>
<p>The program develops candidates who demonstrate understanding of the philosophical, theoretical,</p>	<p>Change wording to read “demonstrate and apply” to include application.</p> <p>PPQ 4.1 should be moved to Standard 3.</p>	<p>Related PPQs: 3.1-3.4, 3.10.</p> <p>Add PPQs: What components of the program prepare candidates</p>

<p>legal and legislative foundations of bilingual education and their effects on program design and educational achievement.</p>		<p>to understand and apply <i>philosophical and theoretical foundations</i> of bilingual education and their impact on program design and academic achievement?</p> <p>What components of the program prepare candidates to understand and apply <i>legal and legislative foundations</i> of bilingual education and their impact on program design and academic achievement?</p>
<p>Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice.</p> <p>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.</p>	<p>Change wording to read “cognitive, bi-cognitive and metacognitive.”</p> <p>Restructure the standard to maintain topical/thematic congruency; for example, change the order of the sentences as presented here.</p> <p>Understanding the principle of transfer requires that candidates have working knowledge of contrastive analysis between L1 and L2.</p> <p>Add a statement or PPQ that includes understanding of interlanguage and/or translanguaging as it relates to language achievement of bilingual learners.</p>	<p>Related PPQs: 3.3, 3.5, 3.6, 3.7, 3.8.</p> <p>Change PPQ 3.6: What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy to include cognitive, bicognitive, and metacognitive processes?</p> <p>Add PPQ: What components of the program support teachers to acknowledge, welcome, and/or leverage translanguaging for multilingual learners as cultural capital?</p>
<p>Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models.</p>	<p>Change wording to read “dimensions of learning” to “learning in bilingual/multilingual education program models.”</p>	<p>Related PPQs: 3.5, 3.6. 3.8.</p>
<p>The program prepares candidates to actively</p>	<p>Authentic parental participation needs to be explained within the context of</p>	<p>Related PPQs: 3.9, 3.10, 3.11.</p>

<p>promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy.</p>	<p>social class, race, ethnicity, immigration status, poverty, migrant labor, psychological distance and culturally informed world views and political representation to affect policy.</p> <p>Create an additional sentence or statement which addresses the above concern. For example, “The program provides candidates with knowledge of the history, policies and research on parent involvement in schools, and supports them in understanding how to effectively include all parent groups, addressing the concepts of language majority and language minority.”</p>	<p>Add PPQ: How does the program ensure that candidates can analyze the effects of federal, state, and local policies on the level of parental engagement at the school site?</p>
<p>The program promotes candidates’ understanding of the family as a primary language and cultural resource.</p>	<p>This standard needs more explicit wording.</p> <p>There is no reference to asset-based thinking or asset- based pedagogy regarding the value of multiple primary languages and/ or multiple cultural funds of knowledge derived from the families and community schools serve.</p> <p>Change the wording to read, “The program promotes candidates’ understanding of how families share and position language and culture as assets, and how parents are essential contributing members of the school community.”</p>	<p>Change PPQ 3.9: How does the program prepare candidates to promote school-home partnerships, acknowledging parents as stakeholders who bring diverse cultural capital to inform and enhance the schooling experience of their children?</p>
<p>Candidates are cognizant that students’ motivation, participation and achievement are influenced by an intercultural classroom climate and school community.</p>	<p>School and community communication and collaboration both need to be more explicitly defined for the purpose of promoting social-emotional thriving, academic achievement and cross-cultural understanding.</p> <p>The purpose of this sentence in Standard 3 is unclear.</p> <ul style="list-style-type: none"> ● What constitutes an intercultural classroom climate 	<p>Related PPQs: 3.10, 3.11.</p>

	<p>and school community?</p> <ul style="list-style-type: none"> ● Is this about preparing candidates to communicate to parents? ● Is it about motivating students? ● Is it about building positive multicultural communities in schools and classrooms? 	
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Table A4: Standard 4-Bilingual Methodology

Key elements (Quoted directly from the standard)	Recommended revisions	Assessment, policy, & practice PPQ = Program planning questions
<p>Interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions.</p>	<p>Include relevant sections from CA ELA/ELD Framework:</p> <ul style="list-style-type: none"> ● Integrated language development ● Connect to Biliteracy Chapter from Framework ● Assessment Chapter in the framework (Ch.8) <p>Add the need to include bilingual assessment.</p>	<p>Revise PPQ 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? What does this mean for instruction and what role does translanguaging play?</p> <p>Add PPQ: Consider target language-specific standards, resources, and tools and to develop students’ metalinguistic abilities across two or more languages.</p> <p>Revise PPQ 4.5: How does the program ensure that candidates demonstrate understanding of the roles, purposes, and uses of standardized and formative</p>

		<p>assessments primary and target language 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?</p>
<p>The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language.</p>	<p>Include:</p> <ul style="list-style-type: none"> ● Translanguaging ● Terminology about students (e.g., “emergent bilingual”) ● Citations/references: Garcia, CUNY resources on translanguaging ● Reference to current California academic content standards and frameworks <p>Include signature assignments to ensure fidelity in planning, developing, implementing and assessing standard-aligned content instruction in the primary and target language across the program.</p>	<p>Add PPQ: How does the program ensure that candidates demonstrate an understanding of translanguaging practices?</p> <p>Revise PPQ 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? What does this mean for instruction and what role does translanguaging play?</p>
<p>Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills.</p>	<p>Include translanguaging practices, approaches, and assessments.</p> <p>Incorporate clinical experiences to allow for opportunities to employ various instructional and assessment strategies, appropriate to student language proficiency levels and that foster high-order thinking skills.</p> <p>Design signature assignments to ensure fidelity across the program in regard to developing these skills.</p>	

<p>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 of knowledge of intercultural communication and interaction that is linguistically and culturally responsive.</p>	<p>Include translanguaging.</p> <p>Need defining bilingual models and research- based practices in bilingual/dual language.</p> <p>Incorporate clinical practices that provide teacher candidates with experience across a variety of models.</p> <p>Incorporate the idea of linguistically/culturally sustaining pedagogy.</p>	
<p>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.</p>	<p>Recommend eliminating to avoid redundancy.</p> <p>Provide reference to CA content standards frameworks.</p>	
<p>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.</p>	<p>Include a reference to state-adopted materials.</p> <p>Incorporate the use of international/global instructional materials (authentic materials).</p>	

Table A5: Standard 5-Culture of Emphasis

Key elements (Quoted directly from the standard)	Recommended revisions	Assessment, policy, & practice PPQ = Program planning questions
Analysis of Existing Standard Language & Program Planning Questions		
Title of Standard: “Culture of Emphasis”	Revise the title of “Culture of Emphasis” to “Ethnic Group.”	Add PPQ: How does the program assess students own cultural competence when working with diverse student population inclusive of the target ethnic group?
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.	All language stating “Culture of Emphasis” should say “Ethnic Group” or some other alternative, as culture of origin present barriers in understanding the cultural diversity of various ethnic groups with a shared language. <ul style="list-style-type: none"> ● Should also include shared cultural beliefs, values, and traditions of the target ethnic group. ● Should also understand the cultural diversity of the target ethnic group. ● Advisory may also want to include “experience of the target ethnic group utilizing a transnational lens” as several communities live in transnational family structures. 	Related PPQ: 5.6. Additional PPQ needed (possibly 5.12 & 13): How does the program develop candidates’ knowledge of the cultural beliefs, values, traditions, roles, status, and communication patterns of the target ethnic group as experienced in the country or countries of origin and in the United States? How does the program develop candidates of the experiences and cultural diversity of the target ethnic group?
Included in that knowledge is the understanding of cross-cultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States.	All language stating “Culture of Emphasis” should say” Ethnic Group.” <ul style="list-style-type: none"> ● Should also include “to foster culturally sustaining relationships among students.” 	Related PPQ: 5.6. Add PPQ: How does the program build upon candidates’ knowledge of cross-cultural, intercultural, and intracultural relationships and interactions, to foster culturally sustaining relationships between members of the target ethnic group

		and community at large 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.	Need to include, “of the target groups in California, the U.S., and the global community. ”	Related PPQs: 5.3, 5.5.
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.	<p>Addition of language to fulfill standard PPQ 5.2:</p> <ul style="list-style-type: none"> ● ... “structural and systemic barriers that affect trends of migration” ● “contribution of the target ethnic group to the U.S. and American history.” ● Experience of the target language group/target ethnic group growing in the U.S. 	<p>Related PPQs: 5.1, 5.2, 5.5.</p> <p>Add PPQ: How does the program’s curriculum account for the structural and systemic barriers that affect trends of migration and lived experiences of the target ethnic group in the United States?</p>
Additional Key Element Standard Language & Program Planning Questions to be Considered		
Candidates demonstrate and awareness of linguistic colonization, segregation, and marginalization in the classroom and advocate for culturally sustaining classroom experiences of students of diverse students inclusive of students representing the target ethnic group.	Addition of language needed to align with PPQ 5.5 and potential 5.8.	<p>Related PPQs: 5.5, 5.8.</p> <p>Add PPQ 5.8: How does the program build awareness and advocacy in candidates to stop and prevent linguistic colonization, segregation, and marginalization in the classroom?</p>
The professional bilingual teacher education program also equips candidates with the skills and tools needed to develop equitable, inclusive, and just practices across the languages,		<p>Related PPQ: 5.9.</p> <p>Add PPQ 5.9: How does the program equip candidates with the skills and tools needed to develop just, equitable, and inclusive practices across the</p>

<p>registers, dialects, and idiolects that students and their families bring to compulsory educational settings.</p>		<p>languages, registers, dialects, and idiolects students and their families bring to compulsory educational settings?</p>
<p>The professional bilingual teacher education program prepares teachers to develop an equity oriented lens to engage in structural analysis of the educational system/systems and systemic barriers of the country/countries of origin and the United States that affect the communities of the target ethnic group.</p>	<p>Additional language needed in description to align with 5.4.</p> <p>Also, recommend to the added information related to structural analysis and equity oriented lens.</p>	<p>Related PPQs: 5.4, 5.7, and 5.10.</p> <p>Add PPQ 5.10: How does the program prepare teachers to develop an equity oriented lens to engage in structural analysis of the educational system/systems and systemic barriers of the country/countries of origin and the United States that affect the communities of the target ethnic group?</p>
<p>The professional bilingual teacher education program develop teacher understanding of cultural competency and social justice education in relationship to lived experiences communities of the target ethnic group.</p>		<p>Related PPQ: 5.11.</p> <p>Add PPQ 5.11: How does the program develop teacher understanding of cultural competency and social justice education in relationship to lived experiences communities of the target ethnic group?</p>

APPENDIX B:**Bilingual Standards Refresh Work Group Proposed Glossary of Terms**

Acculturation
Advocacy orientation
Agency
Asset-oriented pedagogy
Bicognition
Bilingual
Bilingual education models (e.g., one-way immersion, two-way immersion, dual language)
Biliteracy
Communication patterns of the culture of emphasis
Cross linguistic resource sharing
Cross-cultural
Culturally and linguistically sustaining teaching
Culturally responsive teaching
Culture
Demographic and linguistic patterns
Dual language learners
Educational achievement
Emerging bilinguals or
Equity
Ethnic group
Ethnicity
Formative assessment (or formative assessment processes)
Immigration
Intercultural
Intra-cultural relationships
Language policy
Linguistic colonization
Migration
Multicultural
Multiethnic
Multilingual learners
Psychological distance
Raciolinguistics
Social justice
Socialization
Sociocultural
Sociocultural competence

Socioemotional learning
Sociolinguistics
Sociopolitical
Status
Structural barriers
Translanguaging
Unconscious/implicit bias