Preconditions Report

BILINGUAL AUTHORIZATION

PRECONDITION LANGUAGE	EVIDENCE FOR PRECONDITION
(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(s) with the added special class authorization, visiting faculty permit, child development permit (excluding assistant and associate permit), 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	At CPP, bilingual teacher candidates can select one of two (2) paths toward the Bilingual Authorization for English + Spanish, Mandarin, or Filipino: the concurrent path and the post-credential path. Concurrent bilingual teacher candidates are required to complete either a Single Subject, or Multiple Subject teaching credential (or the equivalent) as they complete the requirements for the Bilingual Authorization. Post-credential bilingual candidates are admitted to the CPP Bilingual Authorization program only if they possess a valid teaching credential with the English learner authorization (Single Subject, Multiple Subject or an equivalent). Links to Evidence: Concurrent English + Spanish/Mandarin/Filipino program flyer; Post-credential program flyer for English + Spanish/Mandarin/Filipino **Links to Evidence:** • Bilingual Program Website • Concurrent English + Spanish/Mandarin/Filipino program flyer • Post-credential program flyer.docx for English + Spanish/Mandarin/Filipino The prerequisite credentials for all teacher candidates pursuing the CPP Bilingual Authorization in both the concurrent and post-credential models are evaluated by our CPP Credential

PRECONDITION LANGUAGE	EVIDENCE FOR PRECONDITION
internship credentials as specified in Education Code Article 3 (commencing with Education Code section 44450) of Chapter 3.	Analysts to ascertain they appropriately authorize instruction to English learners as required by statute. Bilingual candidates in the concurrent pathway participate in either the Multiple or Single Subject credential programs, both of which are SB2042 credential programs. **Links to Evidence:** Concurrent English + Spanish/Mandarin/Filipino program flyer (.docx) Bilingual candidates in the post-credential pathway must present evidence of an SB 2042 credential, a CLAD, or a CA credential AND the English Learner CTEL examination. Post-credential program flyer(.docx) for English + Spanish/Mandarin/Filipino **Post Credential Program Admissions Packet** (.docx) Program Admissions Website Program Application Website Credential Application (.pdf) Credential Recommendation Request Online Form - Available under “Verification and Processing” on the Credential Services Office (Website) **Post Credential Application Checklist**(.docx)

PRECONDITION LANGUAGE	EVIDENCE FOR PRECONDITION
	Pre-Credential Application Checklist(.docx) Sample Credential Analyst Tracking Document (.xlxs) Sample Credential Completion Letter (.docx) Pre-credential candidates complete the SB 2042 coursework described below. Both Multiple and Single Subject candidates are introduced to theory and strategies for working with English Language Learners in alignment with meeting the ELD standards in EDU 5020 as follows: EDU 5020 - Foundations of Education in a Diverse Society (3) (.pdf) Examines foundations of schooling in the US with a focus on theoretical and historical approaches toward educational equity for diverse communities. Supports teacher candidates in developing culturally responsive teacher dispositions. Introduces sociolinguistic principles of effective pedagogies for English learners. Multiple and Single Subject candidates deepen their knowledge of theory and strategies developing English Language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards in EDU 5100 (MS) or EDU 5200 (MS). These courses also include the new Literacy TPEs. Multiple Subject EDU 5100 - Introduction to Literacy Instruction (3) (docx) Theoretical models and pedagogical applications of literacy acquisition for native English speakers and English language learners. Emergent literacy, structure of language,

PRECONDITION LANGUAGE	EVIDENCE FOR PRECONDITION
	phonemic awareness, phonics, fluency, vocabulary, comprehension, spelling and literacy assessment. 20 hours field experience. Multiple Subject EDU 5105 - Language Arts, Second Language Acquisition, and Children's Literature (3) (.docx) Theoretical models and pedagogical applications of language arts, writing and second language acquisition for native English speakers and English language learners. Investigation of genres, authors, illustrators and diversity in children's literature. Single Subject EDU 5200 Secondary Reading and Writing in the Content Areas (3) (.docx) Examination of the roles that reading and writing play in learning. Examine the cognitive and socio-cultural characteristics shared by the reading and writing processes. The course includes 20 hours of fieldwork related to course content. Secondary school educators have long been concerned with the possibilities and challenges of teaching youth in a rapidly evolving world. Literacy is the foundation of the secondary curriculum, yet it is often assumed that the sole responsibility for intentional literacy instruction rests with English teachers. Many content-area instructors do not explicitly teach the language of their particular discipline to students, assuming that students enter their classroom with the necessary preparation to succeed as a reader and writer in their coursework. However, the concept of disciplinary literacy has also recently become the focus of considerable national interest by many educational researchers, professional organizations, and policymakers.

PRECONDITION LANGUAGE	EVIDENCE FOR PRECONDITION
	EDU 5210: Teaching Secondary English Learners (3) (.pdf) Application of principles and strategies for design of effective learning for secondary English learners. Development of interactive lessons to build students' disciplinary literacies in content areas. Use of teaching standards and other resources to differentiate instruction and evaluate student progress.