Moving English Learners Forward: Seizing Opportunities and Meeting Challenges

Responding to the Bilingual Teacher Shortage

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Affiliated Faculty, Department of Educational Leadership
Loyola Marymount University | Center for Equity for English Learners
Our Commitment

- Share and Influence History - Preparation of Bilingual Teachers
- Capitalize on Shifts
- Align Policy Efforts: California English Learner Road Map
- Embrace Diversity in Response to Teacher Preparation Reform
- Engage in Responsive Pipeline Partnerships
- Bridge In-service and Pre-Service Bilingual Teacher Preparation Spaces
- Influence State and Local Bilingual Teacher Policy
Share and Influence History: Preparation of Bilingual Teachers

Historical Highlights

1972
Chacon-Moscone Bill
CTC approved adoption of Bilingual/Crosscultural Specialist Credential
-Advisory Panel, Guidelines

1973
California – 1st state in the nation to adopt guidelines for a bilingual credential

Bilingual/Crosscultural Teacher Training Act

1977
Bilingual Certificate of Competence (BCC) established

1979 – early 1980s
Bilingual Education Study launched
Program review procedures redesigned

1987
Bilingual Crosscultural Advisory Panel (BACP) convened

1991
CTC adopted new system: based on BACP recommendations
BCLAD/CLAD: Standards, Examination processes, replaced BCC/LDS

1992
Adopted Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs for Multiple and Single Subject Teaching Credential with BCLAD/CLAD Emphasis

2005 – 2006
Bilingual Certification Advisory Work Group Recommendations:
1 – Multiple Routes
2 – Number of Languages
3 – Newer models of instruction

2008
New Bilingual Authorization Program Standards Adopted
Updated exam processes for Bilingual Authorization
CSET LOTE (Languages Other Than English) established
Capitalize on Shifts

FROM... restrictive language policy
TO... California Education for a Global Economy (Ed.G.E.) Initiative (Proposition 58)

FROM... Teacher Development
TO... Teacher Learning Communities

FROM... Limited curriculum
TO... Interdisciplinary Rigorous & Relevant Curriculum

FROM... Assessment of candidate knowledge
TO... Impact in Diverse Contexts
Align Policy Efforts

**California English Learner Roadmap**

**Principle One: Assets-Oriented and Needs Responsive Schools**
- Element 1A: Language and Culture as Assets

**Principle Two: Intellectual Quality of Instruction and Meaningful Access**
- Element 2E. Use of Students’ Home Language
- Element 2F. Rigorous Instructional Material
- Element 2G. Programmatic Choice

**Principle Three: System Conditions that Support Effectiveness**
- Element 3D. Capacity Building
Bilingual Authorization Program Standards (2009)

- Standard 1: Program Design
- Standard 2: Assessment of Candidate Competence
- Standard 3: Context for Bilingual Education and Bilingualism
- Standard 4: Bilingual Methodology
- Standard 5: Culture of Emphasis
- Standard 6: Assessment of Candidate Language Competence
California Subject Examinations for Teacher (CSET)

CSET: Spanish Bilingual Authorization
- **SUBTEST III**: Language and Communication
- **SUBTEST IV**: Bilingual Education and Bilingualism, Intercultural Communication, Instruction and Assessment
- **SUBTEST V**: Geographic, Historical, Sociopolitical and Sociocultural Contexts

CSET: Spanish Single Subject Teaching Credential
- **SUBTEST I**: General Linguistics, Target Language Linguistics
- **SUBTEST II**: Literary and Cultural Texts and Traditions, Cultural Analysis and Comparison
- **SUBTEST III**: Language and Communication
Bilingual Authorization CTC Ten Year Change

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IHEs who Prepare Bilingual Educators

Total 31 approved programs (January 2018)

- 17 CSU (74%)
- 8 Private/Independent
- 5 UC (63%)
- 1 LEA (.006%)

Source: Commission on Teacher Credentialing (CTC) - Data Dashboard

Bilingual Authorization – Language programs:
- ASL (1)
- Arabic (3)
- Armenian (1)
- Cantonese (4)
- Filipino (1)
- Hmong (4)
- Japanese (2)
- Khmer (1)
- Korean (5)
- Mandarin (10)
- Portuguese (1)
- Punjabi (2)
- Spanish (31)
- Tagalog (2)
- Vietnamese (2)
### Bilingual Authorizations Issued 2016-17

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*Passed appropriate CSET exams and applied directly to Commission

LMU = 20 out of 55 total (36%)

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Source: Miranda Gutierrez, Consultant & Teri Clark, Director – California Commission on Teacher Credentialing English Learner Leadership and Legacy Initiative (ELLLI) Presentation
Embrace Diversity in Response to Teacher Preparation Reform

• **LMU Bilingual Teacher Preparation Program**
  • 3-in-1 Program
  • (1) M.A. in Bilingual Education,
  • (2) SB 2042 Preliminary Teaching Credential
  • (3) Bilingual Authorization in either Spanish or Mandarin

Reflect cultural and linguistic diversity
Engage in field-based foundations
Deliver courses on campus and in community-based spaces
Increase levels of awareness and critical consciousness
Provide Scholarships for Bilingual/Bicultural Educators
Engage in Responsive Pipeline Partnerships

2017 Bilingual Teacher Professional Development Program

The purpose of the Bilingual Teacher Professional Development Program (BTPDP) is to increase the number of teachers who obtain a bilingual authorization as a result of participation in the program and increase the number of teachers with a bilingual authorization who return to teaching in a bilingual or multilingual setting.

Project Period: January 1, 2018 through June 30, 2020

Maximum Award: $625,000
Los Angeles County Bilingual Teacher Collaborative (LAC-BTC) Goals

**GOAL 1**
Support teachers moving from English-only classrooms to bilingual and multilingual settings

**GOAL 2**
Increase the number of bilingually authorized teachers by supporting currently credentialed teachers and paraprofessionals in obtaining their bilingual authorizations

**GOAL 3**
Develop teams of district and school leaders serving students in bilingual and multilingual settings

**GOAL 4**
Increase the number of qualified teachers teaching in bilingual and multilingual settings
Los Angeles County – Bilingual Teacher Collaborative
Partner Districts - Participant Criteria
May 2018 – Dec. 2020
(approximately 10 districts)

**LEADERS**
DL/BIL Programs
(n=30 total)

1st PRIORITY:
Established DL/BIL programs, seeking to increase # of DL/BIL teachers to expand & maintain the program

2nd PRIORITY:
Beginning DL/BIL programs in 2018-19, seeking to increase # of DL/BIL teachers to implement the program

**TEACHERS**
with Bilingual Authorization
(n=30 per year)

1st PRIORITY:
BCLAD, BCC, Bilingual Authorization BUT currently in SEI/EO class WILLING to teach DL/BIL

2nd PRIORITY:
BCLAD, BCC, Bilingual Authorization AND currently in DL/BIL REFINING practices to continue in DL/BIL

**TEACHERS**
Seeking Bilingual Authorization
(n=25 per year)

1st PRIORITY:
Teachers with CLAD, EL Authorization + High Target Language Proficiency Levels: L, S, R, W + WILLING to teach DL/BIL

2nd PRIORITY:
Interns with EL Authorization + High Target Language Proficiency Levels: L, S, R, W + WILLING to teach DL/BIL

**PARA-PROFESSIONALS**
Seeking Bilingual Authorization
(n=10 total)

1st PRIORITY:
Enrolled in Teacher Ed. Program + High Target Language Proficiency Levels: L, S, R, W + WILLING to teach DL/BIL

2nd PRIORITY:
Seeking to enroll in Teacher Ed. Program + High Target Language Proficiency Levels: L, S, R, W + WILLING to teach DL/BIL

LAC-BTC Pathway One
LAC-BTC Pathway Two
LAC-BTC Pathway Three
Los Angeles County – Bilingual Teacher Collaborative
PATHWAY SUPPORTS

**LEADERS**
DL/BIL Programs (n=30 total)

- **REQUIRED**
  Biliteracy Leadership Collaborative
  18 hours

- **SUPPLEMENTAL**
  Dual Immersion 101
  Beginning Dual Immersion Network
  Advanced Dual Language Immersion Support

**TEACHERS with Bilingual Authorization (n=30 per year)**

- LMU/CEEL Professional Development Certificate Program
  120 hours (12 units)

- Spanish Children’s Literature K-5 and Spanish Literature K-12
  35 hours per course

**TEACHERS Seeking Bilingual Authorization (n=25 per year)**

- CSET LOTE III, IV, V Test Preparation and Tests
  56 hours

- LMU/CEEL Professional Development Certificate Program
  120 hours (12 units)

**PARA-PROFESSIONALS Seeking Bilingual Authorization (n=10 total)**

- CSET LOTE III, IV, V Test Preparation and Tests
  56 hours

- Spanish Children’s Literature K-5 and Spanish Literature K-12

LAC-BTC Pathway One
LAC-BTC Pathway Two
LAC-BTC Pathway Three
Bridge In-service and Pre-Service Bilingual Teacher Preparation Spaces

- Expand and refine pedagogical practices for working in Bilingual/Dual Language settings
- Develop and deliver standards-based, interdisciplinary lessons in target language.
- Identify quality Spanish or Mandarin instructional materials

LMU|CEEL Bilingual Teacher Professional Development Programs

- Engage in synchronous and asynchronous learning networks
- Explore Problems of Practice
- Explore linguistic elements of Spanish or Mandarin
- Identify assessment strategies and instructional applications

Interdisciplinary Teaching and Learning in DL/BIL Settings

Online Professional Learning Networks

The Power of Two: Leveraging Cross-Linguistic Transfer

Distance Learning - One Year Program – Evenings and Weekends
Influence State and Local Bilingual Teacher Policy

- Pre-service training policies
- Licensure and certification policies
- Tenure policies
- Professional Learning Policies
- Recruitment, retention, and assignment policies
- Salary structure policies
- Teacher association policies
- Teacher retirement policies
Thank you!

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