“English Learner Roadmap and Biliteracy/Bilingual Teacher Shortage”

Shelly Spiegel-Coleman

The Budget Policy Center
March 22, 2018
So Much Has Changed

- Proposition 58 passed in November, 2016 and Regulations are almost final
- NASEM Study released in Feb. 2018
- EL Roadmap Adopted by State Board of Education, July, 2018
- Legislature and Governor supported $5 million for Bilingual Professional Development Institutes - June, 2018
HISTORY MADE !!

YES ON 58
LEARN
Language Education, Acquisition and Readiness Now

WE MADE HISTORY!!

YES ON 58
LEARN
Language Education, Acquisition and Readiness Now
The California Ed.G.E. Initiative will:

- Provide a focus on the importance of all students being multilingual in the 21st Century.
- Require the same English proficiency standards required upon graduation.
- Continue English language requirements while providing flexibility for school districts to provide multilingual programs for English Learners and all students.
- Provide a choice for parents and the opportunity for students to access language programs to be better prepared and more competitive in a global workplace.
NASEM Study

- Newly Released
- February 2017
- Research Report of the National Academies of Sciences, Engineering and Medicine

Promoting the Educational Success of Children and Youth Learning English
Promising Futures
Research Findings:

- Strong home language supports learning English.
- Learning two languages is associated with improved cognition, executive function and social interactions.
- Early exposure to a second language is consistently associated with better language skills in the second language.
UNVEILING CALIFORNIA’S GROWING BILINGUAL TEACHER SHORTAGE
Severe Decline of Bilingually Authorized Educators in California

- California is home to the nation’s largest population English Learners:
  - 1.4 million in our K-12 system
  - 57% of children birth to age 5

- Prior to Prop. 227 - 30% of English Learners were served in bilingual classroom.
  - 10 years later, participation declined to under 5%

- This has led to an acute reduction of teachers with bilingual authorizations:
  - 1,200 to 1,800 teachers annually earned an authorization in the 1990’s
  - 700 teachers earned their authorization in 2015-16

- Today only 30 of 80 teacher preparation institutions offer programs for a bilingual authorization.
To better understand California’s bilingual teacher shortage, in Spring 2017 Californians Together surveyed educators statewide in partnership with:

- Association of California School Administrators (ACSA)
- California Teachers Association (CTA)
- California Federation of Teachers (CFT)
111 districts and charter schools participated, representing 39% of English Learners in the state.

- 61% were K-12 districts
- 37% were K-6 or K-8 districts
- 4% were high school districts.
- 15% reported offering preschool programs
- 6% offer Expanded Transitional Kindergarten

The districts represent the geographic diversity of California, including urban and rural districts, and well as a range of district sizes.
KEY FINDINGS
Majority of Districts Face a Bilingual Teacher Shortage

- Districts providing a range of bilingual programs
  - (Dual Language/World Language)
  - (Advanced Placement)
  - (Native Speaker Classes)
  - (Transitional Bilingual Education)

- Current Shortage
  - 53% reported a shortage
  - 23% characterized as a major shortage

- Future Shortage with Expansion
  - 86% expect a shortage
  - 49% anticipate a major shortage
Grade Impacted by Bilingual Teacher Shortage

Early childhood (Prek-TK) and Elementary will be most impacted by the bilingual teacher shortage.
In the 111 districts, representing 39% of California’s ELs, roughly 8,650 teachers have a bilingual authorization.

Nearly 70% of bilingual teachers were authorized to teach in a language other than English.
Almost 70% of these teachers are in English Only classrooms.

92% of these bilingually authorized teachers speak Spanish.

15 additional languages were represented.
ADRESSING THE BILINGUAL TEACHER SHORTAGE
Teacher Survey

- Approximately 4,580 teachers (PreK - higher education) responded.

- Nearly 3,000 were bilingual teachers. (PreK – 12th grade)
  - Just over half were qualified to serve in language programs are currently placed in these programs.

- 78% reported speaking Spanish & 38 languages were represented.

- 82% of teachers not currently placed in bilingual settings report a willingness to teach in bilingual classrooms if supported to prepare for these settings.
Bilingual Workforce Needs Professional Development

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingually Authorized Teachers</td>
<td>6,000</td>
<td></td>
</tr>
<tr>
<td>in English Only Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual Teachers Without</td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>Authorization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Bilingual Teachers</td>
<td>6,900</td>
<td></td>
</tr>
<tr>
<td>Who Need Professional Development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nearly 7,000 teachers could serve in bilingual classrooms, if given support.
Educators need substantial support to get caught up on the current research, pedagogy and best practices for effective instruction in bilingual classrooms. Types of supports they named include:

- PD in biliteracy pedagogy and methods
- Opportunities to strengthen their own target language skills
- Bilingual materials
- Paid coursework & tuition for a bilingual certification, conferences
- Coaching, collaboration and paid planning time
- Training in cultural awareness, cultural proficiency, support in working with families
The main funding teachers requested was to support them to obtain their bilingual certification.

Funds for paid training, coaching and professional development were also among the key requests.

<table>
<thead>
<tr>
<th>Professional Development Needs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pedagogy/Best Practices</td>
<td>44%</td>
</tr>
<tr>
<td>Strengthen 2nd Language</td>
<td>14%</td>
</tr>
<tr>
<td>Materials/Resources</td>
<td>14%</td>
</tr>
<tr>
<td>Course</td>
<td>8%</td>
</tr>
<tr>
<td>Conferences</td>
<td>7%</td>
</tr>
<tr>
<td>Coaching/Collaboration</td>
<td>6%</td>
</tr>
<tr>
<td>Funding</td>
<td>4%</td>
</tr>
<tr>
<td>Culture Awareness</td>
<td>3%</td>
</tr>
<tr>
<td>Family Partnerships</td>
<td>1%</td>
</tr>
</tbody>
</table>
School Districts

- Identify the district’s existing bilingual teacher workforce who, with support, are willing to transition to bilingual classrooms.

- Address the professional development needs of bilingual teachers willing to transition to bilingual classrooms with Local Control Funding Formula dollars.

- Establish ongoing professional development supports for preschool to 12th grade teachers that supports articulation, alignment and collaboration, such as professional learning communities, classroom coaching and observation, and co-teaching and articulation models.
State Level

- Establish “Professional Development Consortiums” to respond to the professional development needs identified by early childhood through 12th grade teachers.

- Incentivize development of regional cohort programs or partnerships (e.g. county level, in partnerships with higher education, etc.) that support teachers in obtaining bilingual authorization.

- Waive fees for current native speakers of other languages to apply for and receive their bilingual authorization.
Recruit future bilingual teachers from the over 126,000 students who graduated high school with a Seal of Biliteracy and are current in or have graduated from college.

Develop a pathway for bilingual paraprofessionals to become teachers with bilingual authorizations.

Ensure that the California English Learner Roadmap policy and guidance materials promote investments in building a teacher workforce with the skills, competencies and authorizations to deliver quality bilingual programs.
Work with UC and CSU teacher preparation programs to expand the number of universities offering bilingual certification along with credentialing.

Work with CSU and community colleges with early care and education (ECE) preparation programs to ensure early educators have a foundation in language development and developmentally appropriate dual language education pedagogy.

Ensure that new career, technical education (CTE) funding for school districts is used to incentivize and prioritize “Bilingual Teacher” academies for preschool to 12th grade teachers.
It is time to think BIG for English Learners!!