

Moving English Learners Forwara: Seizing Opportunities and Meeting Challenges

Responding to the Bilingual Teacher Shortage

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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/Crossculturl Teacher Training Act

1977

Bilingual Certificate of Competence (BCC) established

Bilingual Education Study launched

Program review procedures redesigned

1979 - early 1980s

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)



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

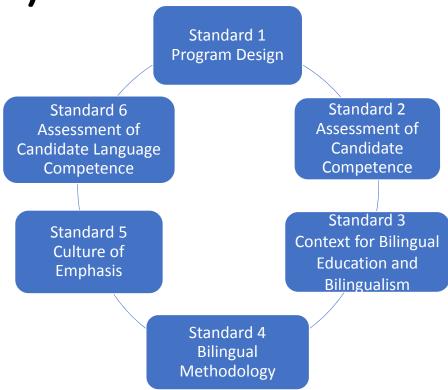
Principle Two: Intellectual Quality of Instruction and Meaningful Access

- ☐ 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)



California Subject Examinations for Teacher (CSET)

CSET: Spanish

Bilingual

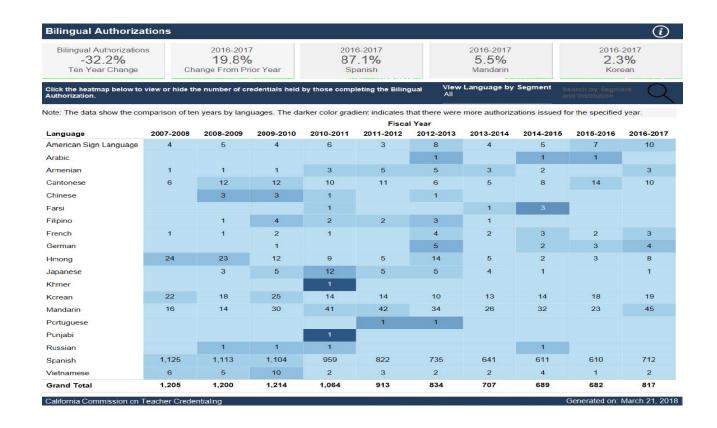
Authorization

- 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



IHEs who Prepare Bilingual Educators

Total 31 approved prograr (January 2018)

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

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

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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)
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Segment	Total	Language	Authorizations Issued
<u> </u>		American Sign Language	1
CSU LMU = 20	323	Armenian	
UC $L_{MU} = 20 \text{ out of}$ 55 total (36\%) Private (Independent)	109	Cantonese	1
Private/Independent	55	French	
		German	
LEA	1	Hmong	
Direct Application*	329	Japanese	
Total	817	Korean	1
		Mandarin	4
*Passed appropriate CSET exams and applied directly to Commission		Spanish	71
		Vietnamese	
		Total	81

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

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Los Angeles County Bilingual Teacher Collaborative (LAC-BTC) Goals

GOAL 1

Support teachers moving from Englishonly 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 4

Increase the number of qualified teachers teaching in bilingual and multilingual settings

GOAL 3

Develop teams of district and school leaders serving students 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

LAC- BTC Pathway One

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

LAC-BTC Pathway Two

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 Thre



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

LAC- BTC Pathway One

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)

LAC-BTC Pathway Two

PROFESSIONALS

PARA-

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 Thre



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

Interdisciplinary
Teaching and Learning
in DL/BIL Settings

LMU | CEEL Bilingual Teacher Professional Development Programs

Online Professional Learning Networks

- Engage in synchronous and asynchronous learning networks
- Explore Problems of Practice

- Explore linguistic elements of Spanish or Mandarin
- Identify assessment strategies and instructional applications

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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