

CaliforniansTogether

Championing the Success of English Learners

“English Learner Roadmap and Biliteracy/Bilingual Teacher Shortage”



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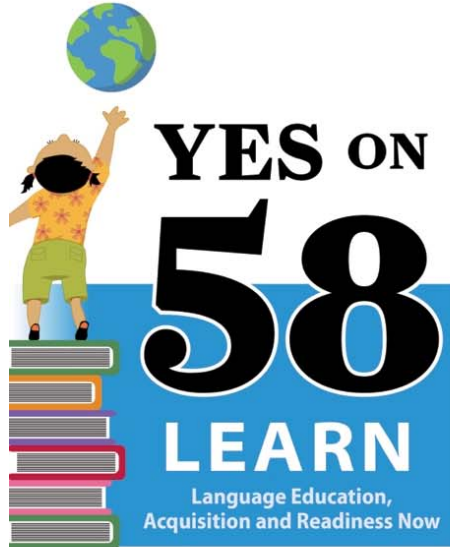
The Budget Policy Center
March 22, 2018

So Much Has Changed

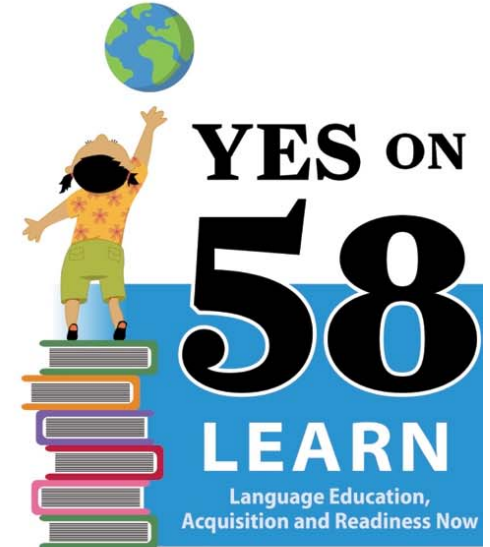


- Proposition 58 passed in November, 2016 and Regulations are almost final
- NASEM Study released in Feb. 2018
- EL Roadmap Adopted by State Board of Education, July, 2018
- Legislature and Governor supported \$5 million for Bilingual Professional Development Institutes - June, 2018

HISTORY MADE !!



**WE MADE
HISTORY!!**



California Education for a Global Economy

Effective July 1, 2017

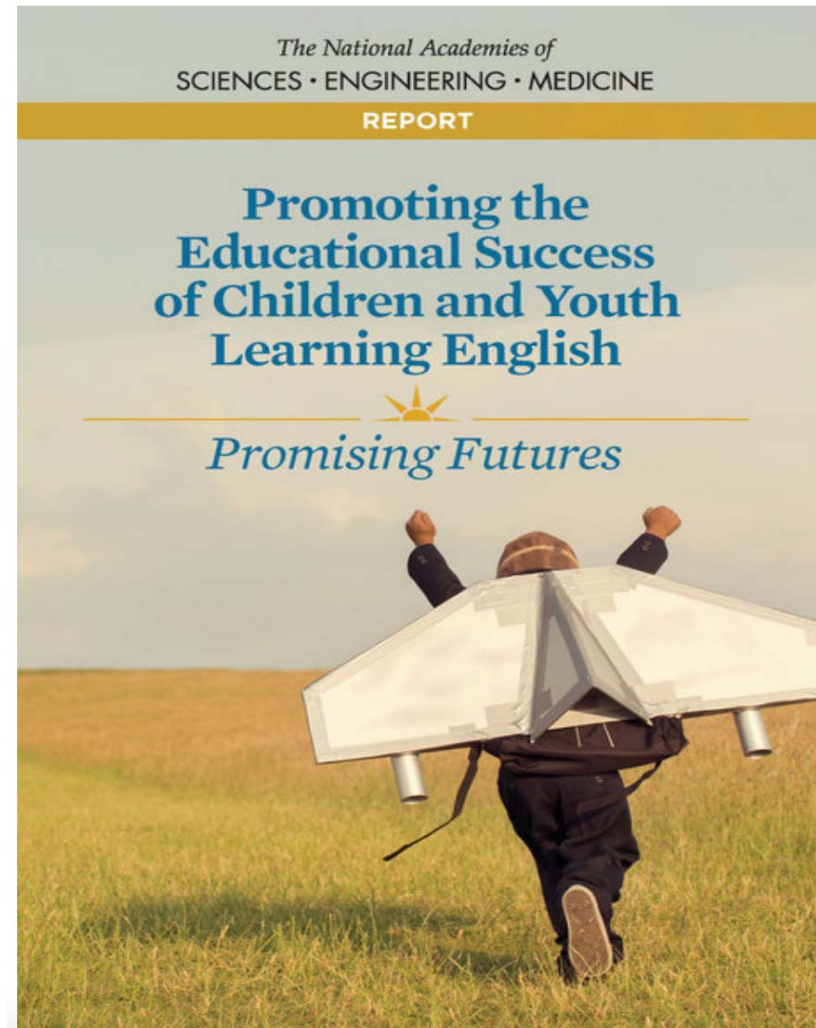


➤ **The California Ed.G.E. Initiative will:**

- ❑ 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



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.



Championing the Success of English Learners

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.

Bilingual Teacher Shortage Surveys



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)

A woman in a pink shirt and a young boy in a red shirt are looking at a display board. The board features several photographs of marine animals, including a shark, a turtle, and a fish, along with handwritten text in Spanish. The woman is pointing at one of the photos. The boy is looking at the board with interest. The display board is titled "¿Qué es un animal marino?" and lists various marine animals and their characteristics.

- 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

3 tipos de rocas

	ígneas	Sedimentaria	Metamórfica
Cómo se forma	Cerca a los volcanes debajo de la Tierra 	debajo del agua agua 	muy profundas (bajo la corteza) más calor ígneas y sedimentarias se mezclan por el sedimento y se mezclan
características	- muy dura cristales 	forman capas de minerales la mayor parte de las rocas contienen fósiles 	no porosa 
ejemplo	- el granito - el basalto  	- arenisca caliz 	

Diagrama del interior de la Tierra:

- manto
 - 100 millas
 - magma
- núcleo exterior
 - líquido
 - 9000°
- núcleo interior
 - sólido
 - 4000 millas al centro

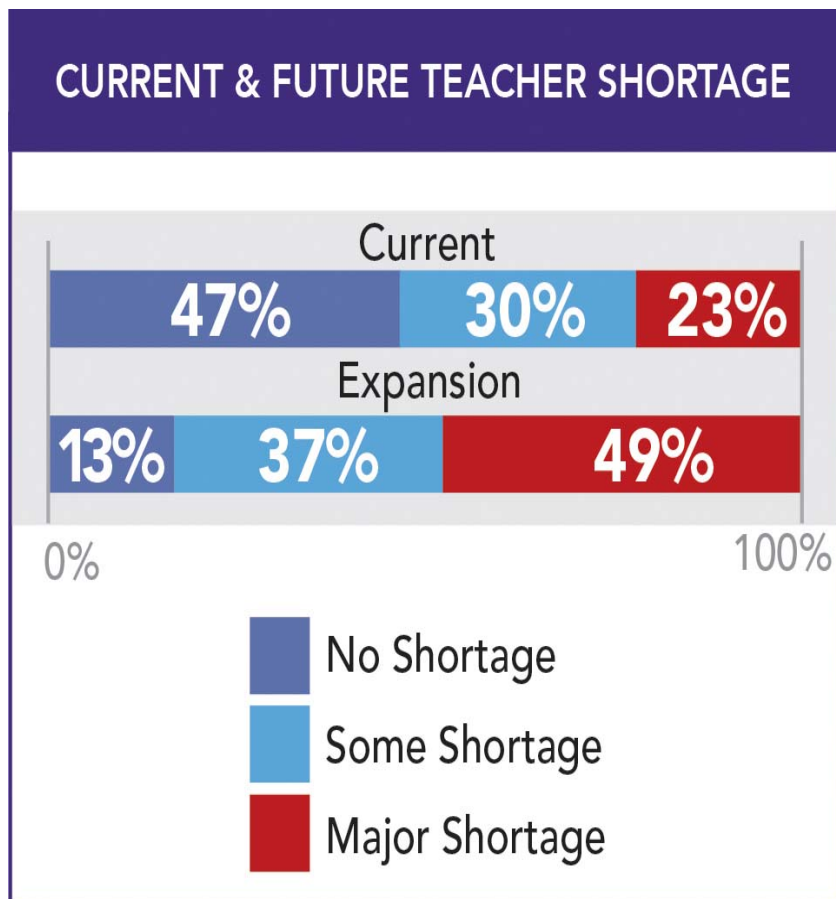
Diagrama de la corteza:

- ígneas
- Sedimentaria
- Metamórfica

Diagrama de la formación de rocas:

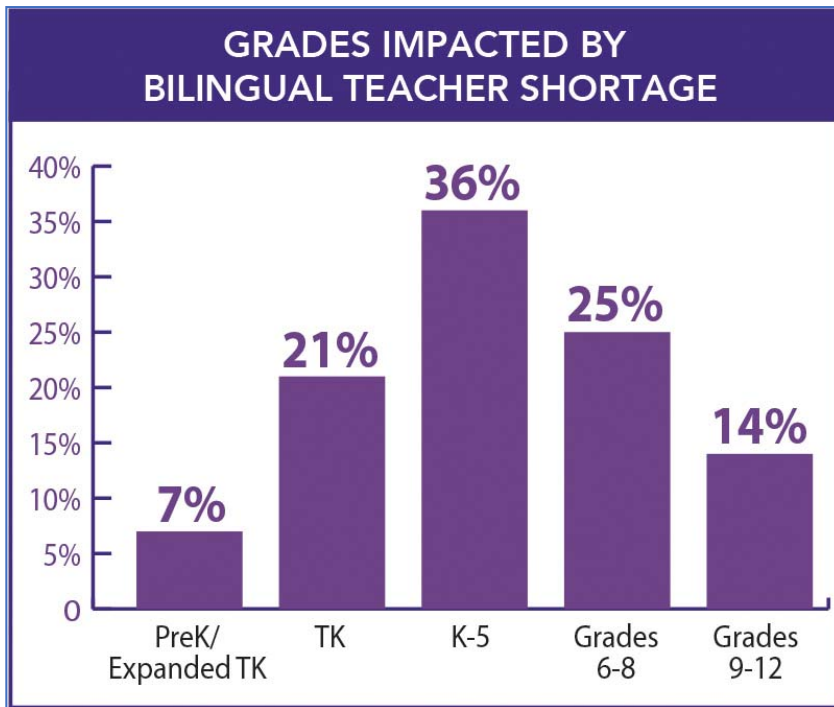
- líquido
- tiempo
- presión
- calor

Majority of Districts Face a Bilingual Teacher Shortage



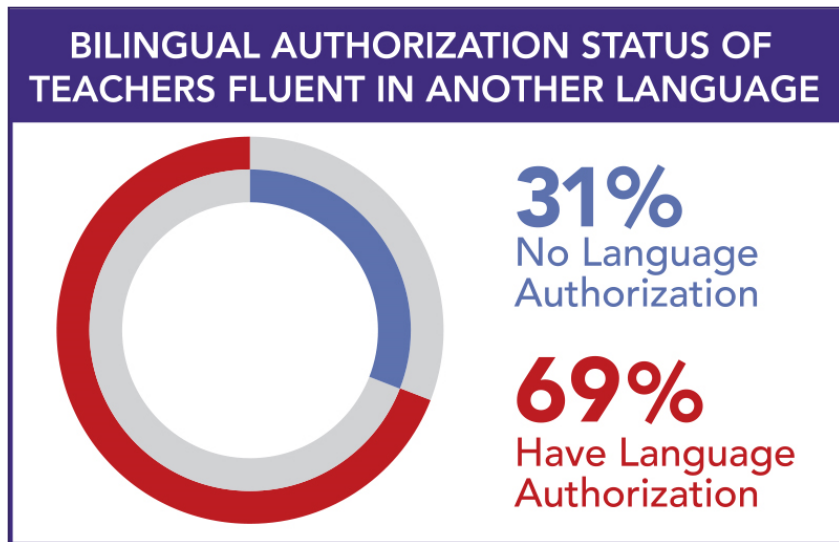
- Districts providing a range of bilingual programs
 - (Dual Language/World Language)
 - (Advanced Placement)
 - (Native Speaker Classes)
 - (Transitional Bilingual Education)
- Current Shortage
 - 53% reported a shortage
 - 23% characterized as a major shortage
- Future Shortage with Expansion
 - 86% 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.

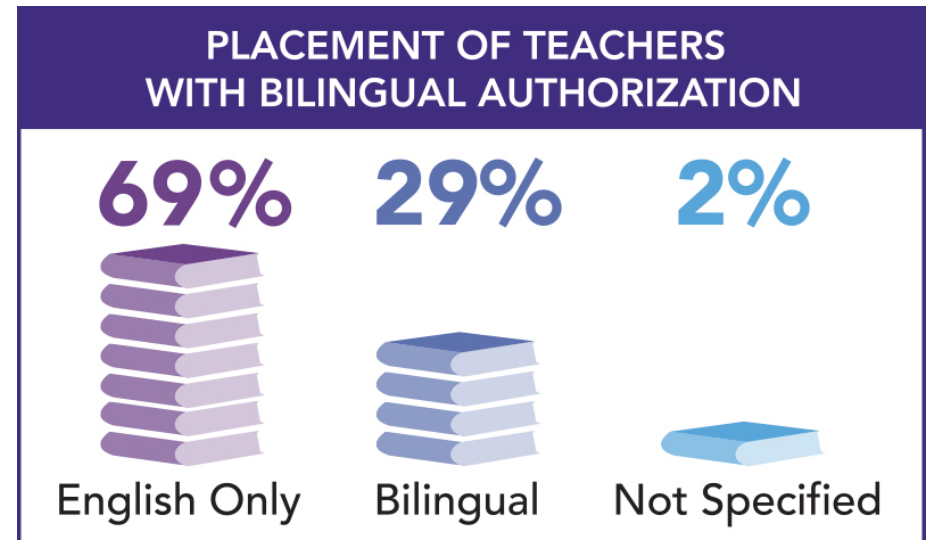
Potential Bilingual Workforce: Thousands of Existing Teachers



- 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.

Potential Bilingual Workforce

- Almost 70% of these teachers are in English Only classrooms.
- 92% of these bilingually authorized teachers speak Spanish.
- 15 additional languages were represented.



ADDRESSING 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



Nearly 7,000 teachers could serve in bilingual classrooms, if given support.

Investing in the Bilingual Workforce via Professional Development



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

Professional Development Funding Incentives

- 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.



POLICY RECOMMENDATIONS



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 Consortia” 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.

State Level (continued)



- 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.

State Level (continued)



- 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!!