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Information

Professional Services Committee

Update on the Work of the Bilingual Certification Design Team

Executive Summary: This item will provide an update on the implementation activities of the Bilingual Certification Design Team (BCDT).

Recommended Action: For information only.

Presenter: Jo Birdsell, Consultant, Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Implement, monitor and report on the outcomes of new program initiatives.

April 2007

Update on the Work of the Bilingual Certification Design Team

Introduction

At the July-August 2006 Commission meeting, staff presented the Commission with recommendations for an implementation plan regarding bilingual certification. This agenda item provides an update on the activities of the Bilingual Certification Design Team (BCDT).

Background

In June 2005, the Commission approved the establishment of a Bilingual Certification Advisory Work Group (work group) to study and make recommendations on four policy questions. The questions noted were:

1. Should the Commission explore alternatives to the current route to bilingual certification for already-credentialed teachers?
2. How shall the Commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?
3. Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?
4. How should newer models of instruction be considered in the development of updated requirements for bilingual certification?

The work group met from June 2005-Spring 2006. An agenda item presented at the June 2006 Commission meeting, item, <http://www.ctc.ca.gov/commission/agendas/2006-05/2006-05-agenda.html>, contained the work group's recommendations in response to the four questions above. The Commission received the report and directed staff to develop an implementation plan for updating bilingual certification routes. The implementation plan was presented at the August 2006 meeting and was adopted by the Commission.

The proposed Implementation Plan included the following items and tentative completion dates:

Phase I	Completion
A. Invite members of BCAWG to participate in the activities of the new work group.	August 2006
B. Identify members of the expanded work group, including previous BCAWG members and additional experts, to work on activities C-E as outlined below.	September 2006

C. Seek input from personnel administrators, classroom teachers and examination experts through holding three focus groups, at regional locations, that will discuss: 1. Prerequisite credential requirements 2. The scope of the bilingual credential authorization 3. The elements in the job of a bilingual teacher that should be reflected in KSAs, particularly in the area of methodology	September - October 2006
D. Convene the workgroup (2 two-day meetings, 1 per month) to review the findings of the focus groups. Begin preliminary work on the KSAs.	October– December 2006
E. Present a preliminary report to the Commission	February 2007

Phase II	Completion
A. Additional workgroup meetings (2 two-day meetings, 1 per month). In addition, work with additional examination experts as needed to complete the activities. 1. Continue work and finalize KSAs 2. Develop exam specifications based on KSAs 3. Develop program standards and procedures for bilingual programs for new and experienced bilingual teachers	February- April 2007
B. Develop and release an RFP, if needed, for examination development	Spring 2007
C. Present the draft program standards to the Commission for initial review	June 2007
D. Present the program standards to the Commission for approval	August 2007

This agenda item provides information as to what has been done relative to each of the activities.

Phase I

Items A and B

The work group members were invited to become part of the design team (BCDT). The majority of members accepted the invitation. Additional members representing the California Teachers Association (CTA), California Federation of Teachers (CFT), Association of California School Administrators (ACSA), and California School Boards Association (CSBA) were also invited to join the BCDT. A complete list of BCDT members is included in Appendix A.

Item C concerned seeking input from personnel administrators, classroom teachers and examination experts through holding three focus groups at regional locations. Although staff held the meetings, the timeline for communication about the meetings was short and, as the BCDT had not met yet, the data gathered was not as focused as it might have been. Staff is working with the BCDT on strategies to gather additional input when the draft Program Standards is shared with stakeholders.

Item D provided for workgroup meetings to begin preliminary work on the Knowledge, Skills, and Abilities (KSAs) for the examination. The following meetings have been held and the work completed to date is summarized below:

November 8 and 9, 2006

A discussion regarding the consolidation the Bilingual, Crosscultural, Language and Academic Development (BCLAD) examination and the California Subject Examinations for Teachers: Languages other than English (LOTE) examination took place during the meeting. In addition, participants reviewed the scope of the tasks before them, prioritized, and developed a timeline for their work.

December 20 and 21, 2006

Work primarily focused on the KSAs for revised CSET:LOTE Test IV-Bilingual Methodology. Major categories of knowledge (Domains) were identified and the skills within those domains were discussed. Draft KSAs were developed and sent out to the BCDT for a careful read, revision and additional input.

January 11 and 12, 2007

Work continued on the development and refinement of KSAs for the revised CSET:LOTE Test IV-Bilingual Methodology. Introductions that clarified the intent of each Domain were developed and added to the KSAs.

February 26 and 27, 2007

Time was taken to review the work that was completed previously. Additional revisions, suggestions, and refinements were made and members were asked to submit any further suggestions prior to the March meeting. Work was begun on the KSAs for the revised CSET:LOTE Test V-Culture.

March 26 and 27, 2007

This agenda included time to complete work on the KSAs for revised CSTE:LOTE Test V and for beginning drafts of the Program Standards. The panel also discussed clarifying the use of the credential terms, such as ‘authorization’, ‘emphasis’, ‘credential’, ‘certificate’ and ‘specialist’, was a part of the meeting. Drafts of the work have been sent to the members for a careful review, revision and additional input.

This agenda item serves as the interim report indicated as Item E of Phase I.

Phase II

Due to the consolidation of the BCLAD examination with the CSET:LOTE examinations, the work in Phase II has been accelerated. Members of the BCDT were encouraged to apply for the content validation advisory panel that will redevelop CSET:LOTE Test IV-Bilingual Methodology and Test V-Culture. Six members from the BCDT have been selected to serve on that panel. The panel’s work will begin the first week of May with the expert guidance of the Commission’s CSET examinations contractor, NCS Pearson, Inc (formerly National Evaluation Systems).

Next Steps

The BCDT will continue to meet in order to receive updates on the progress of the examination redevelopment work on CSET:LOTE Test IV and Test V and to continue to work on the development of the Bilingual Program Standards. The next meeting is scheduled for May 3 and

4, 2007. It is the group's intention to present the draft program standards for information at the June 2007 Commission meeting. The agenda item will include a timeline for stakeholder input, the work group's plan to address any necessary revisions, and the recommended implementation plan and timeline once the standards are adopted by the Commission.

Appendix A

Bilingual Certification Design Team Roster

Members of the Bilingual Certification Design Team

Harold Acord	Teacher	CTA, Moreno Valley School District
Estella Acosta	BTTP Administrator	Orange County Office of Education
Ruben Barron	Deputy Superintendent	ACSA, Anaheim City School District
Denise Beck	Principal	Davis Joint Unified School District
Karen Cadiero-Kaplan	Professor	CATESOL, San Diego State
Sara Fields	Principal	Culver City Unified School District
Paula Jacobs	Consultant	California Department of Education
Magaly Lavadenz	Professor	CABE, Loyola Marymount University
Claudia Lockwood	Director, Multilingual Education	San Joaquin County Office of Education
Teresa Marquez-Lopez	Professor	UC Riverside
George Martinez	Teacher	CFT, Santa Cruz City Schools
Marjo Mitsutomi	Professor	University of Redlands
Huong Tran Nguyen	Professor	CSU Long Beach
Lettie Ramirez	Professor	CSU East Bay
Lilia Romero	Teacher	Pasadena Unified School
Alexander Sapiens	Professor	San Jose State University
Gay Q. Yuen	Professor	CSU Los Angeles
Charles Zartman	Professor	CSU Chico

Staff to the Design Team

Jo Birdsell	Consultant	Commission on Teacher Credentialing
Ben Pope	Administrative support	Commission on Teacher Credentialing