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Information

Educator Preparation Committee

Plan to Review and Update the Bilingual Authorization Program Standards

Executive Summary: This agenda item presents a plan to work with stakeholders, preparation programs, and teachers to review and revise the program standards for Bilingual Authorization programs.

Recommended Action: For information only

Presenter: Miranda Gutierrez, Consultant, Professional Service Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

Plan to Review and Update the Bilingual Authorization Program Standards

Introduction

This agenda item presents a plan to convene a subject matter expert group composed of stakeholders, preparation program personnel, and teachers to review and recommend revisions to the program standards for Bilingual Authorization programs.

Background

The [Bilingual Authorization Program Standards](#) were last updated and adopted in [January 2008](#). The standards consist of six program standards which address:

- 1) Program Design,
- 2) Assessment of Candidate Competence,
- 3) The Context for Bilingual Education and Bilingualism,
- 4) Bilingual Methodology,
- 5) Culture of Emphasis, and
- 6) Assessment of Candidate Language Competence.

The Bilingual Authorization (BA) is an added authorization that can only be added to a prerequisite Single Subject, Multiple Subject or Education Specialist teaching credential or equivalent credentials that were previously issued authorizing teaching in elementary or secondary schools. The BA authorizes the holder to provide instruction within the content area of the holder's credential in the language specified by the bilingual authorization.

Between 2015-16 and 2017-18 the number of Bilingual Authorizations issued in California increased by over twenty percent. The total number of bilingual authorizations is expected to increase due to changes in statewide policy with respect to bilingual programs and statewide initiatives such as [Global 2030](#), which seeks to increase dual language immersion programs in California schools. There are currently 35 approved Bilingual Authorization programs in various languages ([Appendix A](#)). Commission staff has learned of an increasing number of program sponsors that are considering adding a Bilingual Authorization to their approved educator preparation programs.

In 2016, California voters passed [Proposition 58](#) which allows California public schools flexibility in how they offer bilingual or other types of programs for English learners. Before Proposition 58 was passed, California schools were required to provide English-only instruction to English learners. Under Proposition 58 students can learn English through multilingual programs (e.g. dual-language immersion, transitional bilingual). Given this change to how schools may offer bilingual education, advocates from the bilingual education community began to express the need to examine the Bilingual Authorization preparation standards so that the preparation better aligns with bilingual programs in California schools.

Status of Stakeholder Work Completed in Anticipation of Commission Staff and Content Expert Work

Over the past two years, the bilingual community began expressing a desire for the Commission to revisit the Bilingual Authorization standards. However, staff was unable to include this effort in the Professional Services Division work plan in 2017 and 2018 but anticipated being able to take on this workload beginning in late 2019. Bilingual education advocates view an update to the BA program standards as a priority and identified a dedicated group, the Bilingual Standards Refresh Work Group, to complete some pre-work by analyzing the current standards. This group is comprised of faculty from the CSU and UC systems and private institutions ([Appendix B](#)). The group met over the last year so that when the formal subject matter expert group is convened, this dedicated group will provide recommendations as a white paper that the subject matter expert group may reference in their work.

The Bilingual Standards Refresh Work Group is also developing a statewide district survey to better understand how local education agencies are building and implementing their K-12 bilingual programs since Proposition 58 passed. The survey is planned for dissemination to district and site level administrators in the early fall. Results of the survey are anticipated to be available in early 2020 and will be provided to the subject matter expert group to use as they feel appropriate in their work to update the standards.

Next Steps

Beginning in October 2019, staff will open an application process to form a Bilingual Content Expert Work Group. The process will include a formal application for individuals who express interest in serving as a member of the panel. Applicants will be required to complete a short online application, submit a resume/vita, and provide written responses to supplemental questions. K-12 bilingual teachers, administrators, university faculty, members of language groups, and bilingual experts will be encouraged to submit an application. The expert group will also include liaisons identified by each of the following organizations as is standard practice for work groups:

- California School Boards Association
- Association of California School Administrators
- California County Superintendents Educational Services Association
- University of California
- California State University
- Association of Independent California Colleges and Universities
- California Teachers Association
- California Federation of Teachers

After reviewing the applications, the Commission's Executive Director will appoint qualified individuals to serve on the Bilingual Content Expert Work Group. The expert group will begin meeting in spring 2020 and will meet three to four times based on staff and expert group member availability. The group will review current research and best practices in bilingual education, and will have available for use the recommendations from the Bilingual Standards Refresh Work Group and the district survey results to guide its work in proposing updates to

the standards as deemed appropriate by the group. The group will identify what knowledge, skills, and abilities should be included in the recommended Bilingual Authorization standards update and make recommendations to the Commission. As draft standards are developed, staff will bring an update to the Commission for direction and feedback.

Appendix A

Current Programs and Languages by Segment for Bilingual Authorization

Language	CSU	UC	Private	LEA	Total by Language
American Sign Language			1		1
Arabic	2	1			3
Armenian	1				1
Chinese (Cantonese)	3	1	1		5
Chinese (Mandarin)	7	2	1	1	11
Farsi*					0
Filipino/Tagalog	2	1			3
French*					0
German*					0
Hmong	4				4
Japanese	1				1
Khmer	1				1
Korean	4	1		1	6
Portuguese	1				1
Punjabi	2				2
Russian*					0
Spanish	20	5	8	2	35
Vietnamese	3	1			4
Programs by Segment	51	12	11	4	Total BA Programs**= 78

*No institution is currently approved in these languages though candidates may earn the authorization in the language by taking and passing the corresponding CSET examinations.

**Duplicated count in that many institutions sponsor BA programs in more than one language.

Appendix B

Members of the Bilingual Standards Refresh Work Group

Name	Affiliation	Title
Alfaro, Cristina	San Diego State University	Professor College of Education
Amador-Lankster, Clara	National University	Professor & Fullbright Senior Specialist Academic Director, M.Ed. & Graduate Teaching Credential Program Sanford College of Education
Armas, Elvira	Loyola Marymount University	Director of Programs and Partnerships Center for Equity for English Learners
Chang, Sandy	Loyola Marymount University	Assistant Director of Biliteracy Center for Equity for English Learners
Cho, Grace	CSU Fullerton	Professor College of Education
Forbes, Cheryl	UC San Diego	Director of Teacher Education Lecturer in Bilingual Education Department of Education Studies
Henry Casesa, Rhianna	Sonoma State University	Assistant Professor, Language & Literacy Coordinator, Bilingual Authorization Programs
Jimenez-Silva, Margarita	UC Davis	Associate Professor Director of Teacher Education School of Education
Lavadenz, Magaly	Loyola Marymount University	Distinguished Professor of English Learner Research, Policy and Practice Executive Director, Center for Equity for English Learners
Scott, Lyn	CSU East Bay	Professor Department of Teacher Education
Sharken Taboada, Diane	Mt. Diablo USD (Retired) CSU East Bay Sonoma State University	Bilingual Educator Teacher Education Supervisor/ELD Coach
Soto-Pena, Michelle	CSU Stanislaus	Assistant Professor College of Education, Kinesiology & Social Work