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Information

Educator Preparation Committee

Update on the Work of the Bilingual Authorization Work Group

Executive Summary: This agenda item presents an update on the Bilingual Authorization work group, the panel members, and summarizes the work to date.

Recommended Action: For information only

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Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes and hold all approved educator preparation programs to high standards and continuous improvement through the accreditation process.

Update on the Work of the Bilingual Authorization Work Group

Introduction

This agenda item presents an update on the subject matter expert group composed of stakeholders, preparation program personnel, and teachers to review and recommend revisions to the [program standards for Bilingual Authorization \(BA\) programs](#).

Background

In 2016, [Proposition 58](#) (Prop 58) was passed by California voters. Prop 58 allows for flexibility in how California public schools offer bilingual education and programs for English learners. Prior to Prop 58, English learner students were required to receive English-only instruction. With this policy shift California schools may now offer multilingual education programs for English learners such as dual language immersion and one-way immersion.

In addition to Prop 58, statewide initiatives, such as [Global 2030](#) involve expanding bilingual education in California. Global 2030 seeks to increase the number of students proficient in more than one language by 2030, increase the number of students who earn the State Seal of Biliteracy—which recognizes high school graduates who are proficient in English and a second language, increase the number of dual immersion education programs, and increase the number of new bilingual teachers.

With the policy shift in California, advocates from the bilingual education community expressed the need to review the current BA standards. The current standards were last adopted in 2009 and the Commission’s established timeline to update the current standards was set for 2022. A collaborative comprised of the Center for Equity for English Learners at Loyola Marymount University, California Association for Bilingual Teacher Education (CABTE), and the California Association for Bilingual Education (CABE) reached an agreement with Commission staff to accelerate the timeline to 2020 for updating the bilingual authorization program standards. To accomplish this work, this collaborative formed the Bilingual Standards Refresh Work Group and reviewed the current bilingual authorization program standards. The Refresh Work Group met between 2018 and 2019 to analyze the current program standards and identify the areas of each standard that may need to be updated, eliminated, or remain within the standards. In April 2020, the Refresh Work Group provided Commission staff with the [Bilingual Authorization Program Standards Content Analysis Paper](#).

The content analysis paper provides an analysis and recommendation of each standard, with the exception of program standard six. Program standard six provides the requirements for demonstrating language competency, which the Refresh Work Group felt is appropriate as written. The analysis for each standard (1-5) was grouped to three areas:

1. Descriptions of key elements within the standard;

2. Recommended revisions; and
3. Implications related to assessment, policy and practice.

An overall recommendation in the paper included the addition of Bilingual/Multilingual Teaching Performance Expectations (BMTPEs). This recommendation aligns with the reorganization of the Commission’s current standards for Multiple and Single Subject, Education Specialist, and Pupil Personnel Services credentials. The full paper with analysis and recommendations is available for the panel’s use as a resource for updating the BA standards.

Panel Timeline

In [September 2019](#), staff presented an agenda item that shared a plan to work with stakeholders, preparation programs, and teachers to review and propose revisions to the program standards for Bilingual Authorization programs and an application process followed.

Application Process and Selection

In November 2019, the Commission published an application to seek individuals to serve as part of a work group to review and provide recommendations to update the current Bilingual Authorization program standards. Applicants were required to submit an online survey application, a resume, and short answers to two open-ended questions to the Commission by January 10, 2020. The application was posted on the Commission’s website, shared in the Professional Services Division weekly newsletter (PSD e-News), and sent to representatives with the California Association for Bilingual Teacher Education (CABTE) and the California Department of Education (CDE).

A total of 98 survey responses were received by the due date. Of the 98 survey responses, 52 applicants submitted a complete application, and 46 applicants did not complete the application as shown below in Table 1. A review of all 52 completed application materials identified 14 applicants who were appointed by Commission Executive Director, Mary Vixie Sandy. Selected work group members were notified in February 2020. In addition to the 14 appointed panel members, 11 additional members were added as liaisons. A full list of the selected panel members and liaisons can be found in [Appendix A](#).

Table 1: Number of Application Received for the Bilingual Authorization Work Group

Survey Responses	Incomplete Applications	Complete Applications	Recommended Applications	Key Stakeholder Groups and Liaisons
98	46	52	14	11

Data Summary of the Panel Members

Commission staff analyzed the data collected from the survey application responses which requested the following:

- Self-identified gender;
- Self-identified ethnicity;
- Languages known other than English;

- Employer Information; and
- Geography/County of work.

Self-Identified Gender

Of the 14 recommended member applicants, 10 applicants self-identified as female, while two self-identified as male. One person declined to state, and one person left the response blank. The self-identified gender and ethnicity information was not collected from the key stakeholder groups and the California Department of Education liaisons since the qualified individuals were designated by their respective agencies to serve as members.

Self-Identified Ethnicity

Of the 14 recommended member applicants, four identified as Latin American, Latino, Puerto Rican, or other Hispanic. Three identified as Mexican American or Chicano, and White (non-Hispanic), respectively. Two identified as Asian American, and one identified as Catalan and Italian American, respectively.

Panel Members Demographics

The members identified their languages known other than English: Twenty members identified Spanish; three identified French; and two identified Korean. Additional languages spoken by panel members include Chinese (Cantonese), Hmong, Italian, Portuguese, and Russian.

The members' employer information indicates that eleven members are from Institutions of Higher Education (IHEs): two from the University of California; six from the California State University; and three from private institutions. Eight panel members are from Local Education Agencies (LEAs): two from County Offices; and six from Districts. Additionally, six panel members are from education interest groups.

Applicants were asked to indicate their county of work, and thirteen California geographical areas were indicated. Most work group members are from the Los Angeles, Sacramento, and San Diego region, with a total of four, respectively; Santa Clara and Orange county, with two work group members respectively; and Alameda, Humboldt, Kern, Monterey, San Luis Obispo, and Santa Cruz, with one member respectively.

Panel Work to Date

The initial panel meeting was scheduled for early April 2020, however, due to the COVID-19 crisis, the April meeting was postponed. The first panel meeting took place virtually on May 28-29, 2020. The work group is charged with making expert recommendations to the Commission for the following purposes:

- To update the pedagogical knowledge, skills, and abilities needed by individuals seeking a Bilingual Authorization. The set of updated knowledge, skills, and abilities recommended by the work group will, if and when adopted by the Commission, serve as the "Bilingual Authorization Teaching Performance Expectations," or BTPEs.

- To update the set of Program Standards for the Bilingual Authorization, including clarifying and updating as needed expectations for field work within Bilingual Authorization preparation programs.

During the two days, panel members spent time reviewing the current Bilingual Authorization program standards and participating in breakout activities. The breakout activities allowed the panel members to provide input on various aspects of the Standards, including the sections that they felt that needed to be updated, removed, or kept and discuss with the panel. Staff also facilitated a discussion of the panel members' responses to the short answer questions in the application process. In addition, the work group members began the process to identify the knowledge and skills, Bilingual Teaching Performance Expectations, that a bilingual teacher candidate should have at the time of recommendation for the bilingual authorization. These conversations allowed panel members to hear how their peers responded and why the BA Program Standards need to be updated.

Panel members were sent the Bilingual Authorization Program Standards Content Analysis Paper in advance of the first meeting. Panel members were advised that the recommendations were provided as a resource for their work on the panel. Panel members who also served on the Standards Refresh Work Group shared an overview of the analysis and provided context for the Refresh Work Group's ideology and recommendations.

Next Steps

The next panel meetings are scheduled for July 23-24 and September 10-11, 2020. The panel will continue to analyze the current standards and provide draft revisions for the group to review and provide any additional input. Staff will bring draft standards to the Commission when these are ready for Commission review and discussion.

Appendix A

Bilingual Authorization Work Group Members

Work Group Members identified by Key Stakeholder Groups

Name	Affiliation	Current Position
Bradley Allen	Association of California School Administrators	Director, English Language Service Department, Twin Rivers Unified School District
Carolina Serna	Association of Independent California Colleges and Universities	Associate Professor, School of Education, Biola University
Agustin Amaro	California County Superintendent Educational Services Association	Learning Specialist, English Learners, Humboldt County Office of Education
Kati Bassler	California Federation of Teachers	English Learner Specialist, Salinas Union High School District
Carlos Machado	California School Boards Association	Legislative Advocate
Fay Shin	California State University	Chair, Department of Teacher Education, CSU Long Beach
Chaz Garcia	California Teachers Association	Instructional Coach, Oakland Unified School District
Margarita Jimenez-Silva	University of California	Director of Teacher Education, Associate Professor, UC Davis

Work Group Members

Name	Affiliation	Current Position
Adam Sawyer	California State University, Bakersfield	Assistant Professor, Director of Liberal Studies, Coordinator of Bilingual Authorization
Ana Maria Flores	Sweetwater Union High School District	Retired Bilingual Teacher
Cheryl Forbes	UC San Diego	Director of Teacher Education
Claire Arias Kassir	San Diego Unified School District	English Language Instructional Resource Teacher
Eduardo Munoz-Munoz	San José State University	Assistant Professor, Bilingual Authorization Program Coordinator
Fernando Rodriguez-Valls	California State University, Fullerton	Professor, College of Education

Name	Affiliation	Current Position
Joanna Meadvin	Sobrato Early Academic Language	Program Coordinator
Magaly Lavadenz	Loyola Marymount University	Distinguished Professor of English Learner Research, Policy and Practice Executive Director, Center for Equity for English Learners
Michelle Soto-Peña	California State University, Stanislaus	Assistant Professor, Bilingual Education Advisor and Coordinator
Nilsa J. Thorsos	National University	Professor, Department of Special Education
Pilar Vargas	Sweetwater Union High School District	Assistant Principal, Montgomery High School
Soo Goda	Saddleback Valley Unified School District	Assistant Principal, Gates Elementary School
Tina Cheuk	California Polytechnic State University, San Luis Obispo	Assistant Professor, Elementary Science Education
Vickie Teshin-Anderson	Santa Clara County Office of Education	Assistant Director, Charter Schools Department

California Department of Education Liaisons

Name	Current Position
Elena Fajardo	Administrator, Language Policy and Leadership
Lorrie Kelling	Consultant, Language Policy and Leadership
Marcela Rodriguez	Consultant, English Learner Support

Commission Staff to the Panel

Name	Division
Miranda Gutierrez	Professional Services Division
Iyore Osamwonyi	Professional Services Division