

CABTE Board Report to CAFE Board: December 7, 2018

CABTE Activities (summary with links) since the last CAFE Board Meeting.

- **Monthly meetings via Zoom/conference call and at CAFE conference in San Diego**

November 28 and September 26, 2018 at 11:30-12:30 Zoom meetings Rhianna Casasa, CABTE secretary, Michelle Soto-Pena CABTE board member, and Ivannia Soto-Hinman, Director of the Bilingual Education Strategic Training (BEST) grant from the Sobrato Family Foundation to CAFE, welcomed bilingual educators to various portions of the hour-long Zoom meeting to discuss current issues in bilingual teacher education. Meetings are held on the last Wednesday of the month.

Selecting three areas of focus was proposed for our 2018-19 work. The following were discussed in the meeting:

- a) standards for bilingual authorization “refreshed” by CTC;
- b) RICA test - continue to advocate for the current inappropriate RICA to be changed or eliminated
- c) district credentialing programs: SPED, bilingual, etc. taking students from IHEs impacts strength of IHE programs;
- d) being intentional with coursework in bilingual authorization (e.g. culturally responsive teaching, culturally relevant pedagogy);
- e) bilingual authorization for middle school and high school (single subject)
- f) edTPA--still not evaluated in Chinese so have to translate everything, same with Korean bilingual-->inequity in minor language groups (Pearson says that they do not have enough evaluators in those languages) [Spanish does not have to be translated];
- g) bilingual teacher recruitment; for the first time in a long time there is the political and social will to be moving forward. Is there something we can do collectively? Explore recruitment work group;
- h) recruiting students at the high school level with the Seal of Biliteracy
- i) biliteracy in early childhood. Credential for 0-4, bilingual credential and articulation. Starting DI as early as possible! How can we get schools and districts to think about biliteracy in pre-K? Start as soon as possible! CTC--revising child development permit (hasn't changed since 1994)... How to incorporate home language supports in ECE competencies.

Minutes of the meetings:

November 28:

https://docs.google.com/document/d/1Z6x9_ga1BASGLmnBUmB6sWtcE1boZlYtHktv_zVo_K8/edit?usp=sharing

September 26:

<https://docs.google.com/document/d/1ovcKtiAvrn-6FjQvjq23qWXn4tsqyc4qCp2Z4bVcuWA/edit?usp=sharing>

CABTE Meeting at CCTE Conference in San Diego, October 18:

Twenty CABTE members were at the fall CABTE meeting in conjunction with the the CCTE fall conference. Grace Cho, treasurer; Nirmla Flores, board member; Ivannia Soto, ex-officio; Cheryl Hickey, CTC accreditation staff; Miranda Gutierrez, CTC bilingual staff, Lettie Ramirez; Magaly Lavadenz, Danielle Centeno, Lisa Hutton, Chuck Merritt, Sharon Merritt, Reyes Quezada, Clara C. Park, Fay Shin, Cheryl Forbes, Elaine Mo, Josie Arce, Margarita Jimenez-Silva, Aja LaDuke, Maria Morales-Thomas. See the meeting notes:

<https://drive.google.com/open?id=1Z84I0XOml4H5h53cxZIQTGxsM6eMJq7p>

- **Commission on Teacher Credentialing meetings in Sacramento:**

November 29-30 Lyn Scott attended and provided public comments regarding bilingual teacher education. As has been mentioned before, if we are not present, bilingual education is seldom mentioned.

CalTPA: CTC staff announced that for at least this year no student bilingual teachers will have to translate their CalTPA submissions from the language of instruction to English. CABTE, CABE, and CCTE wrote a joint letter to the CTC chair, CTC executive secretary, and Pearson representative listing our concerns with the CalTPA. We are continuing to work with CTC staff as concerns are being addressed. **Further information/action is planned for the February 2019 CTC meeting.**

<https://drive.google.com/file/d/18XuzDx9vIt180VtrmTT-flMH-i6kHHkB/view?usp=sharing>

RICA: CABTE continues to encourage the suspension of the current RICA exam. CTC consultants requested that CABTE recommend a biliteracy expert for the panel on RICA/foundational literacy skills being convened. **CABTE is developing a joint letter to the CTC explaining our concerns with the current RICA examination.**

<https://docs.google.com/document/d/1SCUZPlem5G7ItygzdE9QKxnlBQW4XQE0xB2xMWBeH1A/edit?usp=sharing>

3E: Update on Work Related to the Child Development Permit

The permit has not been updated by the CTC in over 20 years and is based on coursework with no field practicum. The CTC staff have recommended that the current K-12 Teacher Performance Expectations (TPE) be built down to preschool. CABTE, PEACH, CQEE, Early Edge, and other stakeholders are concerned that a new Teacher Performance that does not emerge from the Early Childhood Educator Competencies will not have sufficient focus on home language development as currently expected. This could lead to wide-scale language loss among young children. **CTC staff noted “the field would like to see greater emphasis in the competencies around dual language learners and social emotional competence.”** Further discussion is planned for the February 2019 CTC meeting.

(Day 2 video 2:34:00 – 3:13:00)

<http://stream.ctc.ca.gov/userportal/index.html#/player/vod/R1ea05c1678944d239dc275c2c45bd061> (CABTE, Lyn Scott 3:00:00; Early Edge, Carolyn Crolette 2:52:00; CQEE, Antonio Lopez 2:53:50, also PEACH, Children Now, CTC staff and commissioners)

September 27-28 Ivannia Soto and Lyn Scott attended and provided the following public comments regarding bilingual teacher education.

3A: Annual Report Card on California Teacher Preparation Programs for the Academic Year 2016-2017 as Required by Title II of the Higher Education Act

—barriers to bilingual teacher education and recruiting more teachers; provide resources to get over barriers; example edTPA design standards—not requiring language background of students; need language background of candidates; don't want to lower the standards, but want to serve English speaking families to continue bilingual programs. (Day 1 Video 1:25:27 – 1:30:00)

- Commissioner discussion and questions.

LDHammond—need to understand how we got to 52% of TOC, but also how to retain these teachers as they serve in the highest need communities.

Torlakson—builds upon Lyn's comment regarding Cal State San Bernardino example; recommendation to create an exchange program for teachers from China to teach in dual immersion settings; referred to binational relationships with Mexico (Day 1 Video 1:41:32 – 1:44:42)

Commissioner Gonzalez comments on growth of Dual Immersion Programs

Lyn Scott--additional means for competency potentially in Seal of Biliteracy and now Badge of Biliteracy; what would this signify in terms of competency for bilingual students; an incentive to show students pathways into the teaching profession. (Day 1 video 2:37:38 – 2:41:18)

<http://stream.ctc.ca.gov/userportal/index.html#/playerEA/vod/2c6c97f31e3d6f3e47ce46384649ede7> (Ivannia Soto 4:50:52 - 4:52:27)

Finally, at the early Thursday morning breakfast connecting various group representatives attending the CTC meetings, the RICA was discussed with emphasis on how to keep the pressure on the CTC staff and commissioners to move this discussion forward. There was a meeting at the CTC last December, but nothing has come before the Commission since. Chair Linda Darling-Hammond has said that it is outdated. CTA wants to move forward on changing or eliminating RICA which would require a change in state law.

- **Californians Together meetings:**

October 8-9 CalTog meeting and retreat in Long Beach

Lyn Scott, CalTog treasurer, attended for CCTE. CalTog reviewed their four Strategic Planning areas for 2019: the EL Roadmap Implementation, Bilingual Teacher Workforce, Bilingualism and Biliteracy, and Assessment and Accountability. Coalition members present provided project updates concerning Educator Support for Immigrant and Refugee Students, Seal of Biliteracy (Post-secondary Seal of Biliteracy now in planning stages), LCFE Budget Transparency for ELs, and Legislative Priorities.

December 6 CalTog meeting in Long Beach

Lyn Scott, CalTog treasurer, attended for CCTE. CalTog reviewed two of four Strategic Planning areas for 2019: Bilingual Teacher Workforce Plan and Assessment and Accountability Plan. Coalition members present provided project updates concerning the CalTog Gala in November, LCFE Budget Transparency for ELs, and Legislative Priorities.

- **CABTE Website:**

The CABTE landing webpage in the affiliate section of the CATE website has been updated. Nirmla Flores, CABTE Board Member and Webmaster has been updating the CABTE resources public link. The link for the CABTE website is:

<http://www.gocabe.org/index.php/about/regions/cabte/>

- **CSU Bilingual Authorization Consortium proposal – Nov. 7 meeting in Long Beach:**

Fred Uy, convened a meeting at the CSU Chancellor's Office to discuss possibilities for an expanded CSU consortium for bilingual education. Various possibilities were discussed.

Currently there is a CSU consortium for preparing bilingual teachers in Asian Languages with six participating CSU campuses: CSUF, CSULA, CSULB, CSUN, CSUP and CSU Stanislaus. Each campus agreed on a MOU and rotates/commits to offer required Bilingual Authorization courses in 5 Asian languages based on the Bilingual Authorization program that has been approved by CTC (e.g., CSUF is approved by CTC for Korean, Mandarin and Vietnamese Bil. Auth. programs). Through this consortium, financial support was available to recruit prospective Asian Bil. Auth. candidates, develop online courses, and to share students and faculty resources. Faculty program advisors meet once a month. All the courses are offered online, so students from all 6 CSU campuses can take the courses.

Information from the meeting:

https://drive.google.com/file/d/1E5HJw1CZ_U1wzxFcZjUq6mW_B9x6cUUy/view?usp=sharing

Agenda:

<https://drive.google.com/file/d/1IAhWkKlaN1IMvG4a-2Jx1NEAvDz-kklf/view?usp=sharing>

BACKGROUND of on-going work:

- **Advocacy: CABTE/CCTE concerns regarding EdTPA and CalTPA**

Previous information on CalTPA and edTPA; see updates earlier in this report: CTC had mandated that all teacher candidates placed in a dual immersion Spanish/English setting must complete the first cycle in English Language Arts and the second cycle in Spanish Math. CABTE was not aware of this CTC decision until it was announced. This decision would have prevented teacher candidates from demonstrating competency in Spanish Language Arts through the CalTPA. CABTE requested information on the process from which this decision was made and if bilingual teacher educators were involved in the decision-making process. Currently this directive has been withdrawn, but plans from 2019-2020 have not yet been made.

This follows a pattern similar to our concerns with edTPA, CalTPA, and decision-making regarding the assessment of bilingual teacher candidates.

Pearson's involvement in both CalTPA 2.0 and edTPA severely impacts our bilingual candidates' workload because they are required to translate and transcribe. Letter to CTC with concerns regarding edTPA and CalTPA 2.0:

https://drive.google.com/open?id=1yQgkGo_PW5_XbLpPgwCeHFCxNan-NKaU

Response from CTC:

<https://drive.google.com/open?id=1GPOYr9oPPrYOJoRVBItxwNafNN0Gdudt>

- **Advocacy: CABTE/CalTog/CABE/CEEL concerns regarding Bilingual Authorization standards timeline**

The CTC has replied to our letter requesting that CTC accelerate the timeline for convening the Bilingual Teacher Standards Advisory Panel to January 2019. The process is still being developed by CTC staff and will be presented to the Commissioners. The CTC's current projection had been to convene the panel in 2020. At that rate, by the time the panel convenes, conducts their analyses and recommends changes to the standards, and collects public feedback, then submitting for state board approval, the process could potentially take two years, bringing the earliest end date to the year 2022. We cannot afford to delay this process for four years. Implementation of Proposition 58 of 2016 and of the EL Roadmap has already begun, hence the urgency for addressing the bilingual teacher shortage now.

<https://drive.google.com/file/d/1xaPQsf1uOsNxfGwp3xQ6Zw10tHP9RH3Q/view?usp=sharing>

- **Reading Instruction Competence Assessment (RICA): Background/Discussion of Issues:** RICA (and CSET) passage rates are much lower for non-native English speakers. CABTE is working with other organizations to change the status quo and make sure future decisions are based on data.

CTC Chair Linda Darling-Hammond noted that we are no longer in the uncertainties of the 1990s regarding reading instruction that brought about this specific RICA test to make sure the IHEs were teaching reading foundations. And, there is no validity that passing RICA translates into being an effective teacher of reading. Calif. K-12 reading scores are still nearly the lowest in the nation. Thus, we need data on the connection between passing RICA and being a good reading teacher. She also posed the question of whether reading can be embedded in coursework and assessed through accreditation. The CSU rep on the CTC (Marquita Grenot-Scheyer) asked if there could be short-term and long-term changes to RICA. Lyn Scott commented that teacher candidates who were former English learners themselves are disproportionately impacted by not passing RICA or needing several attempts and asked whether in the short-term the cost structure for RICA could be changed, specifically eliminating the cost for re-taking the RICA. CTC staff Teri Clark said the \$171 cost each time is under contract through 2020, but we could always re-negotiate though each exam requires assessors to be paid to score the test. She wants IHEs to encourage candidates to take the Video-RICA.

Annual Report on Passing Rates of Commission-Approved Examinations from 2012-

17. RICA: Of teacher-candidates who first spoke a language other than English only 56% pass RICA on their first attempt compared with 71% of English-only speakers. After multiple attempts the pass rates climb to 85% and 92% respectively. CSET: Similar data was not given by language, however by ethnic group White, non-Hispanic had a higher passing rate on all CSETs than any other ethnic group.

- **Proposal to update the CABTE mission statement in the bylaws for approval at the spring CABE and CTE meetings of CABTE in March 2019:**

The current CABTE mission statement is in need of revision to reflect passage of Prop. 58 and changes in the field. (e.g. Seal/Badge of Biliteracy) The current bylaws can be found at: <https://drive.google.com/file/d/0B36QOeW1uAqFVUJScEdxTG9MRkE/view?usp=sharing> Please contact Nirmla Flores and Karen Cadiero-Kaplan to participate in drafting the update.

- **Proposal for CABTE to co-sponsor a Saturday institute at CTE in San Diego, October 2019:** Led by Ivannia Soto and Lyn Scott with support from CABTE Board. For teachers and teacher educators focused on supporting the home language of students even if the teacher cannot speak the student's home language. Building on the conference theme of SEL and CRT for bilingual learners. Collaborators: CABTE, CTE, CABE, San Diego area schools and institutions; two morning and two afternoon Saturday sessions.

<https://docs.google.com/document/d/14Xn3PqiYazNAMnt0-rL4BNI9a5temu3ef0PIRpciB70/edit?usp=sharing>

- **Upcoming CABTE Meetings:**

CABTE Membership Meeting @ CTE on Wednesday, January 30, 2019 at 11:30am-12:30pm via Zoom.

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