

CABTE

California Association for Bilingual Teacher Education

September 25, 2020

TO: Jan Gustafson-Corea, CEO, CAFE
CAFE Board Members

FROM: Sharon Merritt, Ph.D.
President, CABTE

RE: CABTE Report to the CAFE Board, July-September 2020

Please accept my quarterly report on CABTE's activities. It has continued to be a busy season for CABTE and its Board. CABTE continues to pursue its mission through its IHE members, as well as through our association with CCFE and CAFE, and the other strategic organizations our members are connected with.

At our annual Board retreat, Sharon introduced four areas of focus for her term as President, reflecting the work begun and in progress as she assumed the position: Advocacy, Strategy, Scholarship, and Organization

These are some of CABTE's activities over the last quarter in each area:

Advocacy

Commission on Teacher Credentialing (CTC)

Ivannia Soto and Lyn Scott have regularly represented the Board at CTC meetings, but since Lyn's role is changing, Sharon Merritt will now regularly accompany Ivannia. The next meeting takes place on October 8-9, and among other topics, will consider the work of the Bilingual Authorization Work Group and the statewide survey of districts conducted by CEEL at Loyola Marymount. CABTE Board ex-officio member, Magaly Lavadenz will present on these topics.

Replacing RICA

June to August was a very busy period regarding the effort to replace RICA. Sharon joined the work that Lyn Scott and Ivannia Soto continued to engage in with the SB 614 Coalition. Activity increased significantly as Senator Rubio and her staff began to push the bill through the Assembly Education and Appropriations committees. At a public hearing at which many CAFE and CABTE members spoke in support of the bill, it was approved by the Education committee, only to be suspended in the Appropriations committee based on the opposition from various organizations representing the interests of students with dyslexia. While cost was not cited as a determining factor in the Financial analysis, CTC provided analysis that indicated the effort to revise TPAs to include reading/literacy standards would be more costly than anticipated. At a meeting on September 24, attended by Lyn and Ivannia, CTC also indicated that the revision of the TPAs would take much longer than originally believed. CTC staff have

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suggested that they will propose an alternative which would involve revising the RICA to include five subtests representing domains of reading instruction (phonemic awareness, phonics, vocabulary, fluency and comprehension). Their proposal would also indicate that pre-service teachers only have to take the exam one time and would be evaluated in each section. Failed sections could be passed through coursework in teacher education programs. This alternative would likely take a year to develop and would not yet align with CA ELA/ELD standards. That process would take longer. CTC's long-term legislative agenda includes developing multiple ways of demonstrating both subject matter knowledge (currently assessed through CBEST and CSETS) and reading instruction competencies (RICA); however, in the short term, they want to make changes that do not require legislation and want to include the Dyslexia Association in future work on reading competencies. The Coalition members in attendance urged CTC to make a clear position known, bring along the Dyslexia Association, and continue to work with Coalition partners. CABTE/CABE will continue to work with CTC leadership and staff to represent the interests of bilingual pre-service teachers and students in future work the CTC may do to revise the RICA.

Bilingual issues and CalTPA

CABTE continued to work with CTC representatives on the problems of CalTPA related to assessment in bilingual field placements, in particular for pre-service teachers in primary class dual language placements which use a strict language separation model of instruction. Both cycles of the TPA must be reconsidered as they reflect a strong English monolingual bias. Sharon, Lyn, Ivannia, along with Michelle Soto-Peña, Grace Cho, Clara Amador-Lankster produced a document outlining the issues involved and proposing approaches to addressing the issues. After going through an approval process with the CABTE Board, and being affirmed by CTC staff, the document is being published on the CTC website for use by teacher credentialing programs. We have also advocated for continued training of CalTPA assessors to sensitize and inform them regarding bilingual issues in assessing pre-service teachers' responses to the CalTPA.

Strategy

California Council for Teacher Education (CCTE)

CCTE's fall Board meeting will take place on October 9, and CABTE will make its regular report at that time.

Renewing/Expanding CABTE/CABE Membership

One of our efforts this year involves continuing to urge CABTE members to renew their CABE/CABTE individual memberships and to ask their Deans to renew their institutional memberships in CABTE. Reminders will go out at each CABTE membership meeting.

Supporting BILA IPRs, expanding BILA programs at IHEs/LEAs: Addressing barriers to program development

We are also committed this year to continuing to support current Bilingual Authorization (BILA) programs in their ongoing development and to expand the number of BILA programs, particularly at private IHEs. CABTE will continue to help address CTC's need for IHE reviewers for new BILA program proposals.

CCTE Professional Development for Mentor Teachers Project (formerly Intersegmental Project)

The committee responsible for the Project, an online training program for mentor teachers and pre-service teacher supervisors, has requested the assistance of CABTE in inserting material specifically for pre-service teacher district mentor teachers in bilingual placements, both throughout the existing

training modules, and in a new module specifically for teachers in Bilingual Authorization program placements. Grace Cho, Sharon Merritt, and Clara Amador-Lankster will work with CCTE on this project.

Scholarship

CABTE Literature Circle: The Translanguaging Classroom

The Literature Circle, led by Nirmla Flores and Somer Levine (Pepperdine University), has now completed its scheduled meetings, and the group is in the process of selecting a new book for a group this fall. This group promotes the work we want to do to keep up with recent scholarship and explore current themes in bilingual teacher education and practice. We will be discussing continuing with other books after we complete the current text. This group is one of the results of our CABTE Institute at CCTE in October 2019.

CABE/CABTE Pre-conference Institute, April 2021

CABTE's Board continues to be interested in co-sponsoring this event. Sharon, Ivannia and Michelle will be requesting a future meeting to discuss with CABE leadership.

Organization

CABTE Membership and Board Zoom Meetings

We returned to our monthly meeting schedule for the academic year 2020-2021 on September 9, 2020. Our October Board and Membership meetings will take place on Monday, October 19, 8:00-10:30 in conjunction with the CCTE Fall Virtual Conference. At the conference on Thursday, October 22, CABTE will also participate in a joint meeting with Association of Independent and Christian Colleges and Universities Education (AICCU-ED), California Association of Professors of Special Education (CAPSE), and CTC staff in an exchange of information and concerns regarding teacher credentialing. Sharon is working with leaders from the other groups to shape the direction of that meeting. In November we meet on 11/11, 11:45-1:00.

Annual Board Retreat

On July 31, CABTE's Board met virtually for its annual Board Retreat. Highlights of the retreat included:

- Forming a Communications subcommittee to guide our use of social media, continue to refine our website, and respond rapidly to the need for CABTE communications on various issues.
- Expanding support to universities seeking CTC approval to offer the Bilingual Authorization, including providing reviewers for initial program reviews.
- Strengthening connections with strategic organizations; planned conference attendance and presentations.
- Bilingual Authorization Standards Refresh work.
- Increasing institutional and individual membership in CABTE.
- Developing a focus for 2020-2021 based on our mission statement and goals.

CABTE Communications Committee

At the annual Board retreat, we formed our subcommittee on Communications to guide our use of social media, continue to refine our website, and respond rapidly to the need for CABTE communications on various issues. Nirmla Flores and Elsie Solis-Chang are taking charge of the committee, and in addition to the abovementioned activities, are working to produce a short video representing CABTE and its activities for the fall CCTE conference and YouTube channel.

CABTE Board, 2020-2021

The members of the Executive Board are:

Sharon Merritt, Fresno Pacific University (President, 2020-2022)

Grace Cho, CSU, Fullerton (Treasurer, re-elected May 2020, 2020-2022)

Nirmla Flores, University of Redlands (Secretary, 2019-2021)

Lyn Scott, CSU East Bay (Past President, 2020-2021)

Eduardo Muñoz-Muñoz, San Jose State University

Elsie Solis-Chang, Point Loma Nazarene University

Michelle Soto-Peña, CSU, Stanislaus

Maria E. Valdéz, Farmersville USD

Clara Amador-Lankster, National University

Adam Sawyer, CSU, Bakersfield

Magaly Lavadenz, Loyola Marymount University, CEEL (ex-officio)

Ivannia Soto, Whittier College and CAFE (ex-officio)

Alan Jones, CTE Executive Secretary (ex-officio)