




UCSD Bilingual Authorization (BLA)

2017-18 Orientation
M.Ed/Multiple Subject Program



Agenda

- Why become a bilingual teacher?
- What do elementary bilingual teachers do?
- Steps in the process
 - Methodology
 - History and Culture
 - Language Competence

Why become a bilingual teacher?



LEARNING POLICY INSTITUTE

FACT SHEET

FEB. 2017

Bilingual Teacher Shortages in California: A Problem Likely to Grow

Desiree Carver-Thomas and Linda Darling-Hammond

Why become a bilingual teacher?

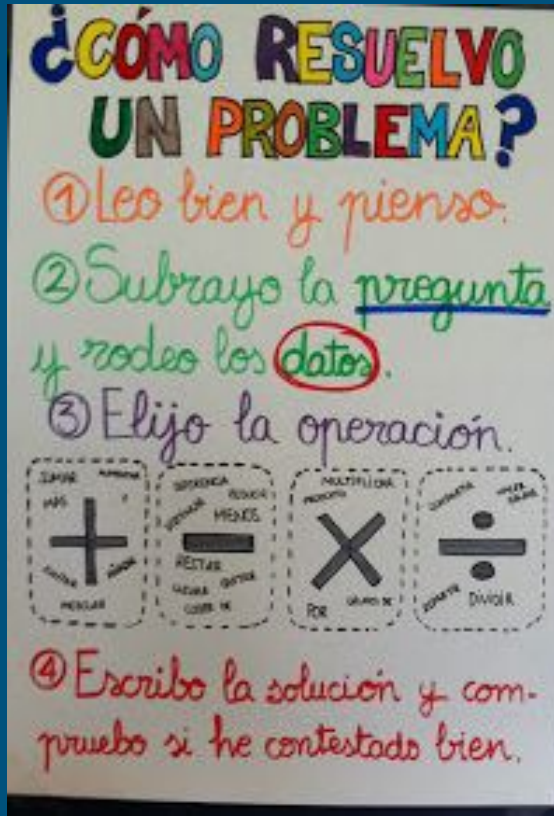
Benefits for Students:

- English Learners in well-implemented bilingual programs outperform ELs in English immersion programs in every subject by middle or high school and are more likely to achieve at or above grade level.
- Bilingual students have better focus, memory, and problem-solving skills; a better sense of self; better relationships with their parents; and are more likely to graduate high school and go to college than their monolingual peers

Despite the Benefits, There is a Shortage of Qualified Bilingual Teachers:

- Number of dual language programs is growing after passage of Prop. 58 in 2016
- Few Bilingual Teacher Preparation programs exist in California
- CA authorizes fewer bilingual teachers now than when bilingual education was at its peak in 1990s

What do elementary bilingual teachers do?



They teach

- content areas in a language other than English
- ELD and Partner Language Development

so that ALL students become BILITERATE!

- They also communicate with EL students and families in primary language
- They serve as biliteracy leaders at their school sites
 - Collaborating with colleagues
 - Advocating for students

Where elementary bilingual teachers teach:

- **Two-Way Dual Language Programs:**
 - Students from two language groups attend classes together, learning from one another and supporting each others' second language acquisition. Most common: Spanish but other languages growing
- **One-Way Foreign Language Immersion:**
 - Designed for English speaking students to acquire a second language. Most common: Mandarin, Spanish, French with other languages growing
- **One-Way Developmental Biliteracy:**
 - Designed for EL students who learn in both English (through SDAIE and English Language Development instruction) and their primary language. Most common: Spanish

Steps in the process

The Bilingual Authorization is ADDED to an existing Teaching Credential and has 3 components:

- Bilingual methodology
- Knowledge of culture and history of linguistic group(s)
- Language competence

Each of these may be satisfied:

- By CSET: LOTE exam
- By completing approved program
- Exams and program option can be combined

The UCSD Bilingual Authorization Program

Bilingual Methodology

- EDS 125
- EDS 352AB

History & Culture

- History course
- Culture course
- EDS 352AB (cross-cultural)

The UCSD Bilingual Authorization Program

Language Competence for Elementary Teachers

- Spanish
 - Diagnostic assessment with Professor Pita - OR
 - CSET: LOTE III (Spanish) - PLUS
 - Language Portfolio completed in EDS 352AB
- Asian & Middle-Eastern Language
 - CSET: LOTE III - PLUS
 - Language Portfolio completed in EDS 352AB
- All elementary candidates who wish to be considered for a dual language or immersion placement **MUST** provide diagnostic language exam evidence or CSET: LOTE by September (Spanish) or March (Mandarin)

Next steps

- Meet with Giselle
 - Language proficiency self-assessment
 - Transcript review
- For more information:
 - Giselle Van Luit (gvanluit@ucsd.edu)
 - Cheryl Forbes (cforbes@ucsd.edu)
 - San Diego County Dual Language Program Directory (as of 2016):
<http://www.sdcoe.net/lls/english-learner/Documents/DLSchoolDirectory.pdf>
 - San Diego Unified Dual Language Programs:
<https://www.sandiegounified.org/dual-language-programs>