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?
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):
  ○ San Diego Unified Dual Language Programs:
    https://www.sandiegounified.org/dual-language-programs