




UCSD Bilingual Authorization (BLA)

2017-18 Orientation
M.Ed/Single Subject Program
SS-1



Agenda

- Why become a bilingual teacher?
- What do secondary 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

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Why become a bilingual teacher?

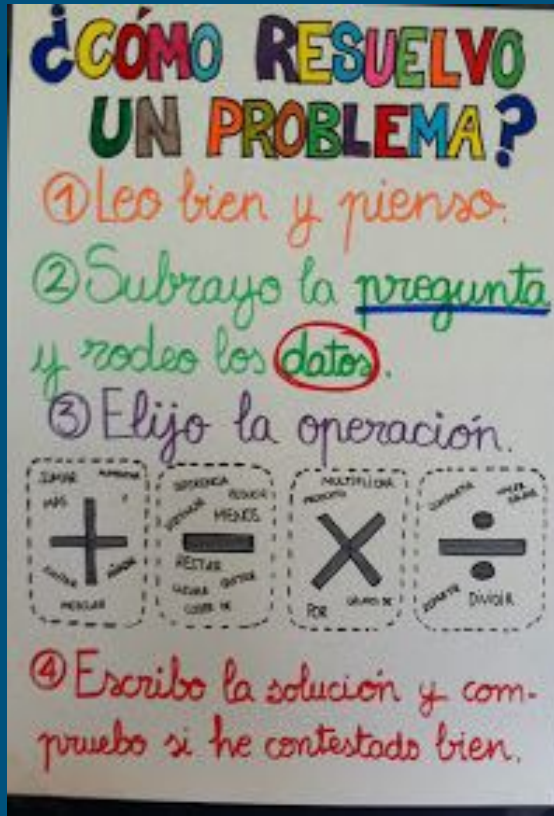
Benefits for Students:

- 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 secondary bilingual teachers do?



They teach their content area(s) in a language other than English 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

Sample secondary dual language schedule

Secondary dual language programs offer:

- 50% of instruction through partner language (two partner language courses per grade level)
 - Content area (e.g., Math, Science, Social Science)
 - Language arts (e.g., AP Mandarin, Spanish 4 DL)
- Secondary DL students
 - Usually come from elementary DL programs
 - Include native speakers of both languages

What is the Dual Language Program?

The Dual Language Program course sequence consists of two years of instruction in Spanish in core content areas.

9th Grade

- **Geography Accelerated (Spanish)**
- **Biology Accelerated (Spanish)**
- **AP Spanish Language or Spanish Speakers 5/6**

10th Grade

- **World History Accelerated (Spanish)**
- **AP Spanish Literature or AP Spanish Language**

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 Secondary 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 secondary candidates who wish to be considered for a dual language intern placement **MUST** pass CSET: LOTE prior to assuming internship (CA Ed Code)

Next steps

- Meet with Giselle
 - Language proficiency self-assessment
 - Transcript review
- Complete foundations coursework (EDS 125; History & Culture? Language?)
- 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>