UCSD Bilingual Authorization (BLA)

2017-18 Orientation
M.Ed/Single Subject Program
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

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 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
Steps in the process

The Bilngual 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
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Bilingual Methodology

- EDS 125
- EDS 352AB

History & Culture

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

● 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