

CABTE Activities (summary with links):

- **CABE Board Meeting, June 8 at CABE offices in Walnut, CA and June 9 in Industry, CA**
Grace Cho, CABTE Board Member, will represent CABTE.
- **CCTE Board Meeting, June 8-9, 2018 in Long Beach**
Nirmla Flores, CABTE Board Member, will represent CABTE
- **Commission on Teacher Credentialing Meetings: June 14-15, 2018 in Sacramento**
Lyn Scott, CABTE Board Member, will attend representing CABE. CABE has supported his participation in these meetings for 2017-18.
- **Californians Together: June 19, 2018 in Long Beach**
Lyn Scott, CABTE Board member will attend representing CCTE.
- **CABTE Website:**
Rhianna Casesa, CABTE Board Member has been working with CABE to update the CABTE website hosted by CABE. It will be linked to the CCTE site by June, 2018. The link for the CABTE website is: <http://www.gocabe.org/index.php/about/regions/cabte/>
- **CABTE Board for 2018-19:**
Ivannia Soto-Hinman, CABE BEST & Whittier College (ex-officio), Lyn Scott, CSU East Bay (president); Rhianna Casesa, Sonoma State (secretary); Grace Cho, CSU Fullerton (treasurer); Karen Cadiero-Kaplan, San Diego State (past president); Michelle Soto-Peña, CSU Stanislaus (designate in Cadiero-Kaplan absence); Nirmla Flores, University of the

Redlands (webmaster);

Maria Valdez, Farmersville USD (program representative).

- **Bilingual Teacher Education Group (BTEG) monthly meetings (conference call)**

Ivannia Soto-Hinman, Director of the Bilingual Education Strategic Training (BEST) grant from the Sobrato Family Foundation to CABE, leads a meeting on alternate months for CABE to discuss teacher education. Ivannia will come more involved in CABTE as CABTE's Ex-Officio. Funds from this grant support the bilingual teacher education pipeline. Look for Ivannia's emails regarding CABTE, BTEG group.

BTEG Outcomes:

- To connect on our advocacy work with CTC and Teacher Education across organizations and affiliations
- To strengthen our network of support and advocacy
- To explore the need for ongoing communication and collaboration and establish the ways to do that.

- **Bilingual Authorization Consortium proposal from CSUs:**

Fred Uy brought this idea to the Ass't CSU Vice Chancellor--open to UCs and privates, we need right setting and number of people. Will keep us posted. Currently there is a CSU consortium for preparing bilingual teachers in Asian Languages. Six CSU campuses are represented in the consortium: CSUF, CSULA, CSULB, CSUN, CSUP and CSU Stanislaus. Each campus agreed on a MOU and rotates/commits to offer required Bilingual Authorization courses in 5 Asian languages based on the Bilingual Authorization program that has been approved by CTC (e.g., CSUF is approved by CTC for Korean, Mandarin and Vietnamese BiAu programs). Through this consortium, we were able to provide financial support to recruit prospective Asian BiAu candidates, develop online BiAu courses, and we also share students and faculty resources. Faculty program advisors meet once a month. All the courses are offered online, so students from all 6 CSU campuses can take the courses.

- **Advocacy: CABTE/CCTE concerns regarding EdTPA**

Pearson's involvement in both CalTPA 2.0 and edTPA severely impacts our bilingual candidates' workload because they are required to translate and transcribe. Letter to CTC with concerns regarding edTPA and CalTPA 2.0:

https://drive.google.com/open?id=1yQgkGo_PW5_XbLpPgwCeHFCxNan-NKaU

Response from CTC:

<https://drive.google.com/open?id=1GPOYr9oPPrYOJoRVBitxwNafNN0Gdudt>

- **Advocacy: CABTE/CalTog/CABE/CEEL concerns regarding Bilingual Authorization standards timeline**

Letter requesting that CTC accelerate the timeline for convening the Bilingual Teacher Standards Advisory Panel to January 2019. CTC's current projection is to convene the panel in 2020. By the time the panel convenes, conducts their analyses and recommends changes to the standards, and collects public feedback, then submitting for state board approval, the process could potentially take two years, bringing the earliest end date to the year 2022. We cannot afford to delay this process for four years. Implementation of Proposition 58 of 2016 and of the EL Roadmap has already begun, hence the urgency for addressing the bilingual teacher shortage.

<https://drive.google.com/file/d/1xaPQsf1uOsNxfGwp3xQ6Zw10tHP9RH3Q/view?usp=sharing>

- **Reading Instruction Competence Assessment (RICA): Background/Discussion of Issues:**
RICA (and CSET) passage rates are much lower for non-native English speakers. CABTE is working with other organizations to change the status quo and make sure future decisions are based on data.

CTC Chair Linda Darling-Hammond noted that we are no longer in the uncertainties of the 1990s regarding reading instruction that brought about this specific RICA test to make sure the IHEs were teaching reading foundations. And, there is no validity that passing RICA translates into being an effective teacher of reading. Calif. K-12 reading scores are still nearly the lowest in the nation. Thus, we need data on the connection between passing RICA and being a good reading teacher. She also posed the question of whether reading can be embedded in coursework and assessed through accreditation. The CSU rep on the CTC (Marquita Grenot-Scheyer) asked if there could be short-term and long-term changes to RICA. I commented that teacher candidates who were former English learners themselves are disproportionately impacted by not passing RICA or needing several attempts and asked whether in the short-term the cost structure for RICA could be changed, specifically eliminating the cost for re-taking the RICA. CTC staff Teri Clark said the \$171 cost each time is under contract through 2020, but we could always re-negotiate though each exam requires assessors to be paid to score the test. She wants IHEs to encourage candidates to take the Video-RICA.

Annual Report on Passing Rates of Commission-Approved Examinations from 2012-17.

RICA: Of teacher-candidates who first spoke a language other than English only 56% pass RICA on their first attempt compared with 71% of English-only speakers. After multiple attempts the pass rates climb to 85% and 92% respectively. **CSET:** Similar data was not given by language, however by ethnic group White, non-Hispanic had a higher passing rate on all CSETs than any other ethnic group.

- **PDS proposal for regional PD sessions for bilingual teacher ed faculty on dual language programs and Proposition 58: Kris Nichols**

https://drive.google.com/file/d/1cjXH8anJ_SemzBf-rIZiZxS-T7z4Wn1_/view?usp=sharing

- **Proposal for CABTE to co-sponsor a Saturday institute in San Diego:**

For teachers and teacher educators focused on supporting the home language of students even if the teacher cannot speak the student's home language.

- **Consideration for CABTE to become a ATDLE partner organization.**

- **CABTE membership meeting CAFE Conference, March 2018, Sacramento:**
Margarita Berta-Avila, CABTE Vice President, chaired meeting
<https://docs.google.com/document/d/1qH3o3GXyBFs2UKg-T00ylqAfnPYDTJMokuOfAgu6NXs/edit?usp=sharing>

- **CABTE membership meeting at CTE Conference, March 2018, Sacramento:**
SPAN Planning: Margarita Berta-Avila, CABTE Vice President participated on the SPAN planning committee. Karen Cadiero-Kaplan, CABTE President, chaired meeting.

- **Upcoming CABTE Meetings:**
 - CABTE Summer Retreat, July 2018 in Berkeley, California
 - CABTE membership Zoom meeting September 2018
 - CABTE Membership Meeting @ CTE on Thursday, October 18, 2018 in San Diego