

## **CABTE Board Report to CAFE Board: September 12, 2018**

### **CABTE Activities (summary with links):**

- **CABTE Board Retreat, July 7 at Cal State East Bay campus in Oakland, CA**

Board members present: Lyn Scott (president), Rhianna Casesa (secretary), Grace Cho (Treasurer), Nirmla Flores, Michelle Soto-Pena, Maria E. Valdez; absent: Karen Cadiero-Kaplan (past president), Ivannia Soto (ex-officio).

Newly installed board members and continuing board members met to set bilingual teacher education advocacy goals for 2018-19 events, review efforts in progress, schedule upcoming events, and take stock of California initiatives in support of bilingual teacher education.

- **Commission on Teacher Credentialing meetings:**

**August 2-3 in Sacramento** Lyn Scott, Ivannia Soto and Cynthia Vasquez Petitt (CAFE) attended. Key highlights include:

Multiple Subject CalTPA Teacher Performance Assessment submissions in Spanish-- Beginning with the 2018-19 year, multiple subject teacher candidate submissions no translation will be required if the language of instruction is Spanish. Over time, additional languages will be added and assessors recruited to score submissions without the need for translation. We need to continue advocating to remove this additional burden for all bilingual teacher candidates.

Lyn Scott provided a public comment that the CalTPA still does not address the needs of all bilingual teacher candidates. This created much conversation amongst the commissioners regarding equity and addressing language. Linda Darling-Hammond reiterated the importance of this and its connection to the Global 2030 initiative.

The updated Assessment Design Standards specified a number of new requirements for TPA models including an expectation that both tasks and rubrics have a subject-specific focus as well as a focus on teaching English learners, students with disabilities in the general education classroom, and students from other traditionally underserved education groups

### **September 27-28 CTC meeting in Sacramento**

Ivannia Soto and Lyn Scott will be attending the upcoming CTC meeting. Agenda will be posted next week at: <https://www.ctc.ca.gov/commission/meetings>

- **Californians Together meetings:**

### **September 6 Executive Board meeting in Long Beach**

Lyn Scott, was elected CalTog Board Treasurer and began a 2-year term 2018-2020.

### **October 8-9 upcoming CalTog meeting in Long Beach**

Lyn Scott will attend the upcoming meeting for CABTE and CCFE. CAFE reps will also attend.

- **CABTE Website:**

The CABTE landing webpage in the affiliate section of the CAFE website has been

updated. Rhianna Casesa and Nirmla Flores, CABTE Board Members will be updating the CABTE resources link for the public this year. The link for the CABTE website is:

<http://www.gocabe.org/index.php/about/regions/cabte/>

- **Monthly meetings via Zoom/conference call**

**August 29 Zoom meeting** Ivannia Soto-Hinman, Director of the Bilingual Education Strategic Training (BEST) grant from the Sobrato Family Foundation to CABA, welcomed bilingual educators to the hour-long Zoom meeting to discuss current issues in bilingual teacher education. Lyn Scott closed the meeting.

Selecting three areas of focus was proposed for our 2018-19 work. The following were discussed in the meeting:

- a) standards for bilingual authorization “refreshed” by CTC;
- b) RICA test - continue to advocate for the current inappropriate RICA to be changed or eliminated
- c) district credentialing programs: SPED, bilingual, etc. taking students from IHEs impacts strength of IHE programs;
- d) being intentional with coursework in bilingual authorization (e.g. culturally responsive teaching, culturally relevant pedagogy);
- e) bilingual authorization for middle school and high school (single subject)
- f) edTPA--still not evaluated in Chinese so have to translate everything, same with Korean bilingual-->inequity in minor language groups (Pearson says that they do not have enough evaluators in those languages) [Spanish does not have to be translated];
- g) bilingual teacher recruitment; for the first time in a long time there is the political and social will to be moving forward. Is there something we can do collectively? Explore recruitment work group;
- h) recruiting students at the high school level with the Seal of Biliteracy
- i) biliteracy in early childhood. Credential for 0-4, bilingual credential and articulation. Starting DI as early as possible! How can we get schools and districts to think about biliteracy in pre-K? Start as soon as possible! CTC--revising child development permit (hasn't changed since 1994)... How to incorporate home language supports in ECE competencies.

Minutes of the meeting:

[https://docs.google.com/document/d/10fTlIkOd6EyRy-wxpR4V7Ar1uun4H\\_SvelYi9BbO-a4/edit?usp=sharing](https://docs.google.com/document/d/10fTlIkOd6EyRy-wxpR4V7Ar1uun4H_SvelYi9BbO-a4/edit?usp=sharing)

- **CSU Bilingual Authorization Consortium proposal – Nov. 7 meeting in Long Beach:**

Fred Uy is convening a meeting at CSU Chancellor’s Office to discuss possibilities for an expanded CSU consortium. Currently there is a CSU consortium for preparing bilingual teachers in Asian Languages with six participating CSU campuses: 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 Bil. Auth. programs). Through

this consortium, financial support was available to recruit prospective Asian Bil. Auth. candidates, develop online courses, and to 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.

<https://drive.google.com/file/d/1IAhWKKIaN1IMvG4a-2JxINEAvDz-kklf/view?usp=sharing>

- **Advocacy: CABTE/CTE 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](https://drive.google.com/open?id=1yQgkGo_PW5_XbLpPgwCeHFCxNan-NKaU)

Response from CTC:

<https://drive.google.com/open?id=1GPOYr9oPPrYOJoRVBIxwNafNN0Gdudt>

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

The CTC has replied to our letter requesting that CTC accelerate the timeline for convening the Bilingual Teacher Standards Advisory Panel to January 2019. The process is still being developed by CTC staff and will be presented to the Commissioners. The CTC's current projection had been to convene the panel in 2020. At that rate, 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 now.

<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. Lyn Scott 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](https://drive.google.com/file/d/1cjXH8anJ_SemzBf-rIZiZxS-T7z4Wn1_/view?usp=sharing)
- **Proposal for CABTE to co-sponsor a Saturday institute at CCTE in San Diego, October 2019:**  
 For teachers and teacher educators focused on supporting the home language of students even if the teacher cannot speak the student's home language. This proposal is being led by Ivannia Soto with support from CABTE Board members.
- **Proposal to update the CABTE mission statement in the bylaws for approval at the spring CABE and CCTE meetings of CABTE in March 2019:**  
 The current CABTE mission statement is in need of revision to reflect passage of Prop. 58 and changes in the field. (e.g. Seal/Badge of Biliteracy) The current bylaws can be found at: <https://drive.google.com/file/d/0B36QOeW1uAqFVUJScEdxTG9MRkE/view?usp=sharing>
- **Upcoming CABTE Meetings:**  
 CABTE membership Zoom meeting September 26, 2018 at 11:30-12:30  
 CABTE Membership Meeting @ CCTE on Thursday, October 18, 2018 in San Diego

Prepared by Lyn.Scott@csueastbay.edu