

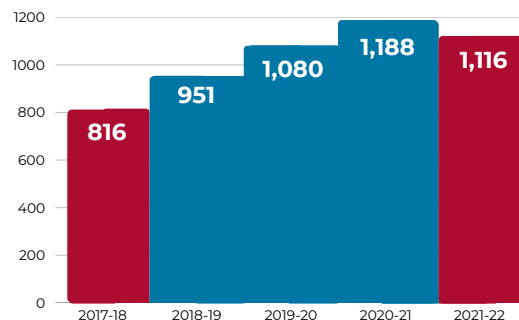
Bilingual Teacher Professional Development Program: Expanding Opportunities to Grow the Profession

The Bilingual Teacher Professional Development Program (BTPDP), which ran from 2017 to 2021, was designed to help California schools meet the growing demand for bilingual teachers in alignment with increasing state policies promoting multilingualism. Grantees were to use grant funds to (1) support credentialed teachers to acquire their Bilingual Authorization, (2) support paraprofessionals to earn a credential and Bilingual Authorization, and (3) provide professional learning on bilingual/ dual language education to teachers, paraprofessionals, and administrators. Here are the findings from LMU-CEEL's independent examination of BTPDP implementation across the eight state grantees, to document trends in program impact and develop policy and program recommendations to address bilingual teacher shortages. The following are the [4 key findings](#):

Key Findings:

- 1 BTPDP SUCCEEDED IN EXPANDING THE BILINGUAL WORKFORCE, BUT IT WAS HAMPERED BY LOGISTICAL BARRIERS.**
- 2 PROGRAM STRUCTURES HELPED DEVELOP EDUCATOR AND ADMINISTRATOR KNOWLEDGE AND SKILLS; STILL, BETTER PLANNING AND SUPPORT STRUCTURES ARE NEEDED.**
- 3 PARTNERSHIPS FOSTERED POSITIVE OUTCOMES AND REVEALED STRUCTURAL CHALLENGES.**
- 4 A SHORT GRANT PERIOD AND LIMITED FUNDING CHALLENGE SUSTAINABILITY.**

Annual Number of CA Bilingual Authorizations Before, During, and After BTPDP



Why Does This Matter?

- A History of Challenges:** Proposition 227, passed in 1998, eliminated bilingual education classes, leading to a shortage of credentialed bilingual teachers and impacting English learners.
- Contributing Factors:** In 2017, the California Commission on Teacher Credentialing reported that only 5.7% of new teaching credentials were for bilingual authorization, a low percentage given the state's 1.1 million English learners.
- Rise in Voters:** In 2016, 73.5% of California voters approved Proposition 58, marking a "new era in bilingual education" by removing previous restrictions.
- Call to Action:** In 2018, State Superintendent Tom Torlakson launched California Global 2030, urging support for multilingual education to ensure students achieve proficiency in multiple languages.
- BTPDP Impact:** The BTPDP grant successfully increased the number of authorized bilingual teachers and enhanced professional development for aspiring educators, laying a strong foundation for effective bilingual programs despite limited resources.

Recommendations

CEEL analysis revealed successes in increasing the bilingual teacher workforce, alongside significant challenges that must be addressed to achieve this vision. We propose three recommendations to help state and local policy actors develop a coherent and sustainable bilingual teacher education system by eliminating obstacles and building on the successes illuminated in our findings.

Ensure adequate investments in California's multilingual workforce

Expand teacher credential/BLA programs and test options

Develop multilingual/dual programs to increase support for teachers and administrators

Linda Kaminski, Ed.D.
Magaly Lavandenz, Ph.D.

Director of Research and Policy, Affiliate Faculty
Leavey Presidential Chair of Ethics and Moral Leadership, Executive Director
Director of CEEL, Affiliate Faculty

Elvira G. Armas, Ed.D.

