

BILINGUAL TEACHER RESIDENCY PROGRAMS IN CALIFORNIA: CONSIDERATIONS FOR DEVELOPMENT AND EXPANSION

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Abstract

Public interest, research and policies about dual language education and the multiple benefits of bilingualism and biliteracy have led to shortages of bilingual education teachers in the state and nation. School districts and educator preparation programs are actively looking for pathways of bilingual teacher preparation to meet local demands for more dual language programs. Modeled after medical residencies, teacher residencies are deeply rooted in clinical training, typically placing residents in classrooms with experienced teachers in high-needs schools where they are supported in their development. Teacher residencies allow for the recruitment of teachers, offer strong clinical preparation, connect new teachers to mentors and provide financial incentives to retain teachers in the school/district of residency. Little is known, however about bilingual teacher residencies in the state. Following a review of various data sources, we found that, to date, there are few bilingual teacher residencies offered and a greater need to expand and study bilingual teacher residencies as one of the most viable pathways to respond to this shortage area.

The expansion of prek bilingual and dual language education programs as a result of the 2016 passage of Proposition 58 in California resulted in investments in bilingual teacher residencies, responsive to shortage areas and alternative pathways to teacher certification. This education and policy brief (a) reports on an environmental scan of publicly available information related to Teacher Residency Programs and Bilingual Authorization opportunities within these programs; and (b) presents policy and implementation recommendations in response to these findings.

Modeled after medical residencies, teacher residencies are deeply rooted in clinical training, typically placing residents in classrooms with experienced teachers in high-needs schools where they are supported in their development from observing to leading the classroom for an academic year. Teacher residencies allow for the recruitment of teachers, offer strong clinical preparation, connect new teachers to mentors and provide financial incentives to keep teachers in the district (*Teacher Residencies in California*, 2016, p.1). Teacher retention research shows that teachers who go through the teacher residency pathway are more likely to stay in the profession longer. San Francisco Teacher Residency (SFTR) for example, has shown remarkably high retention rates (*Teacher Residencies in California*, 2016, p.2). “After five years, 80 percent of SFTR graduates are still teaching in SFUSD, compared with 38 percent of other beginning teachers hired by SFUSD and 20 percent of Teach for America corps members placed in SFUSD.” (*Teacher Residencies in California*, 2016, p.2). Little information is documented for residency models that respond to recruiting, supporting and developing educators to provide multilingual instruction in culturally and linguistically diverse settings throughout the state.

Bilingual Teacher Residencies in California

In an effort to inform, advance, and provide recommendations for bilingual teacher residencies in California, a team from Loyola Marymount University gathered environmental scan data and mapped Bilingual Teacher Residency Programs in the state. We employed a multi-step process to:

- identify existing and emerging teacher residency programs and bilingual authorization options;
- conduct website and document reviews to ascertain program implementation stage and defined options for bilingual authorization; and
- request written or phone communication confirming residency program status, elements, and perceived needs to offer specialties such as bilingual authorization.

Our findings are based on outreach to twenty-one institutions identified by the California Commission on Teacher Credentialing, California State University Chancellor’s Office, and the National Center for Teacher Residencies as institutions currently offering a teacher residency program or engaged in the developmental stages (see Table 1). Our inquiries revealed that although the aforementioned sources listed twenty-one institutions with residency programs, only eight actually have documented or self-reported established teacher residency programs. Of these eight, only two institutions have a formal bilingual teacher residency program option as verified by website and document reviews or written and phone communication. The remaining six appear to offer opportunities to help students pursue bilingual authorization. A few who responded to our team’s inquiries indicated they were at exploratory or initial stages of implementation of a formal bilingual teacher residency model given identified resources, guidance, recruitment strategies and pre-determined partner-district focus areas (e.g. STEM, Special Education).

Although clearly in the early stages of development, publicly available data regarding teacher residencies are not yet readily accessible or consistent, especially with consideration for the extent to which these programs include bilingual residency options (Grenot-Scheyer, 2018). The environmental data scan we conducted corroborates this. Table 1 synthesizes findings from multiple data sources and elucidates the fact that very few formal bilingual teacher residency programs, including bilingual options are documented. Further, the absence of a singular and unified information hub on teacher residency programs makes it challenging to find consistent information on teacher residency programs in the state. We also discovered inconsistencies in available information through our multi-step data mining efforts. For instance, the University of the Pacific was identified as an institution having a teacher residency program, however we discovered that UoP’s teacher residency program is in development and will be launched in the Fall of 2019.

Table 1. Mapping Teacher Residencies Pathways and Partnerships in California

Preliminary Teaching Programs with Teacher Residency Pathway (reported by CTC or CSU)				National Center on Teacher Residencies Partnerships	Environmental Data Scan Information Sources	Bilingual Teacher Residency Formal Program <u>or</u> Option
Institution Name	Preliminary					
	MS	SS	ES			
California Polytechnic State University +	✓	✓	✓	Not Listed	CSU & Document Review	None Identified
California State University, Channel Islands +	✓	✓	✓	Not listed	CTC, Website & Document Reviews	None Identified
California State University, Chico +	✓	✓	✓	Not listed	CSU, Website & Document Reviews	None Identified
California State University, Dominguez Hills +	✓	✓	✓	Not listed	CTC, Website, Document Reviews, & Email Communication	Formal Bilingual Residency Program
California State University, Fresno +	✓	✓	✓	In development	CTC, NCTR, Website & Document Reviews	None Identified
California State University, Los Angeles +	✓	✓	✓	Los Angeles Urban Teacher Residency	CTC, Website & Document Reviews	None Identified
California State University, Bakersfield	✓	✓	✓	Kern Urban Teacher Residency, Bakersfield, CA	NCTR, Website, Document Reviews, & Email Communication	Formal Bilingual Residency Program
California State University, Monterey Bay +	✓	✓	✓	In development	NCTR, Website & Document Reviews, Email Communication	None Identified
California State University, Northridge +	✓	✓	✓	Not listed	CSU. Website & Document Reviews	None Identified
California State University, Sacramento +	✓	✓	✓	In development	NCTR. Website & Document Reviews	None Identified
California State University, Stanislaus +	✓	✓	✓	In development	NCTR. Website & Document Reviews	None Identified
Claremont Graduate University	✓	✓	✓	Not listed	CTC, Website, Document Reviews & Email Communication	Residency Program/ Bilingual Authorization Option
Partnerships to Uplift Communities				Listed	NCTR, Website & Document Reviews	None Identified
Stanford University +	✓	✓		San Francisco Teacher Residency	CTC, Website & Document Reviews	Residency Program/ Bilingual Authorization Option
University of California, Los Angeles +	✓	✓	✓	Not listed	CTC, Website, Document Reviews & Email Communication	Residency Program/ Bilingual Authorization Option
University of San Francisco+	✓	✓	✓	San Francisco Teacher Residency	CTC, Website & Document Reviews	Residency Program/ Bilingual Authorization Option
University of the Pacific	✓	✓	✓	In development	CTC, Website & Document Reviews	None Identified
Aspire Teacher Residency at Alder Graduate School of Education				Listed	NCTR, Website, Document Reviews, & Email Communication	Residency Program/ Bilingual Authorization Option
Kern Urban Teacher Residency				In development	NCTR, Website & Document Reviews	None Identified
Los Angeles Urban Teacher Residency				Listed	NCTR, Website & Document Reviews	None Identified
San Francisco Teacher Residency				Listed	NCTR, Website, Document Reviews & Email Communication	Residency Program/ Bilingual Authorization Option

Legend : MS= Multiple Subject SS= Single Subject ES= Education Specialist

Sources

Commission on Teacher Credentialing, personal communication, November 2, 2018. Note: CTC information was self–reported data from the Accreditation Data System during the 2017–18 pilot year.

*National Center for Teacher Residencies (NCTR) Partnership information available at <https://nctresidencies.org/join-our-teacher-residency-network/our-partners/>.

+ CTC Dashboard Data indicates the institute has an approved Bilingual Authorization program in their non–residency Teacher Education Program.

Table 2. Expanded Dimensions for Developing and Supporting Bilingual Teacher Residencies

NCTR Multi–pronged Approach to Developing and Supporting Teacher Residencies*	Bilingual Teacher Residencies Approach to Quality Program Implementation
Targeted recruitment and selection of residents	<ul style="list-style-type: none">• Target Language Proficiency Assessment and Resources prior to placement
Rigorous selection and support of teacher mentors	<ul style="list-style-type: none">• Dual Language/ Biliteracy Program Design and District/School Partnerships• Alignment to current state initiatives (<i>e.g. California English Learner Roadmap, 2017</i>)• Bilingual mentors
Intensive pre–service preparation focused on the specific need of teachers in diverse schools	<ul style="list-style-type: none">• Bilingual Teacher Preparation Standards• Research–basis on effective bilingual teacher preparation
Aligned induction support	<ul style="list-style-type: none">• Ongoing professional learning focused on students' biliteracy development and achievement
Strategic hiring of graduates	<ul style="list-style-type: none">• Human Resources Partnerships to create bilingual educator career ladder trajectories and pipeline

*<https://nctrresidencies.org/about/residency-model-teacher-mentor-programs>

Successful implementation of bilingual teacher residency models includes the incorporation of best practices in the development and support of teacher residencies. More specifically, Table 2 above builds on National Center on Teacher Residencies' (NCTR) multi–pronged approach for teacher residencies by expanding key considerations for bilingual teacher residents.

Bilingual Teacher Residencies: Recommendations for Policy and Implementation

In this time of expansion of bilingual teacher residencies, state and national efforts to build successful pathways and programs require converging and complementary attention to the specific developmental needs of bilingual educators in preparation. Several recommendations for policy and implementation efforts can positively contribute to this convergence of efforts.



Recruitment and Preparation

- Expand and recruit high quality potential bilingual teacher residents, possibly at the undergraduate level with assessed levels of targeted language proficiency.
- Refer to the research on bilingual teacher pipelines in order to build “grow your own” successful bilingual residencies (Gist et al., 2019).

Resources and Expanded Investments

- Create regional networks of bilingual teacher residencies to identify providers for bilingual teacher preparation.
- Develop a comprehensive and updated state–level database/clearinghouse on teacher residencies by program model type (grade levels, subject areas, bilingual authorizations (by language) and special education.
- Ensure that teacher residency models are equipped with expertise in bilingual program development, pedagogies and knowledge of bilingual teacher preparation.
- Increase funding for concurrent residency models that allow candidates to obtain base credential in and across high need areas plus bilingual authorization.

Research, Evaluation and Monitoring

- Develop bilingual teacher residency models to share best practices and resources.
- Conduct research on the efficacy and impact of bilingual teacher residencies .

About the Authors

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Distinguished Professor of English Learner Research, Policy and Practice in the School of Education at Loyola Marymount University. She has served in a variety of leadership positions in higher education as well as in professional organizations statewide and nationally, including as past president of the Californians Together, the California Council on Teacher Education and the California Association for Bilingual Education. Her research addresses the intersections and impact of policies and practices for culturally and linguistically diverse students, their teachers and school leaders. Her work is published in numerous articles, chapters and books, including *Questioning our Practices: Bilingual Teacher–Researchers and Transformative Inquiry* and *Latino Civil Rights in Education: La Lucha Sigue*, co–edited with Anaida Colón Muñiz.

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She has served as a bilingual classroom teacher, mentor, district advisor, adjunct professor, staff and curriculum developer, and Co–Principal Investigator and project director on numerous state and national grants. Her areas of expertise include integrated standards–based curriculum and instruction, assessment, and family/community engagement in culturally and linguistically diverse settings; she is an active collaborator with preK–12th grade educators. She has also co–authored several articles, policy briefs, and book chapters about issues related to teaching, learning, parent/community engagement, and assessment.

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