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-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-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

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

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.


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

Magaly Lavadenz, Ph.D.
Executive Director, CEEL

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 Anaísa Colón Muñiz.

Elvira G. Armas, Ed.D.
Director of Programs & Partnerships

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.

Natividad Robles, M.A.
Education Specialist

She previously served as a Graduate Assistant for the center, during the completion of her program. She received her Master’s in Higher Education Administration at Loyola Marymount University in the spring of 2018.

References


Commission on Teacher Credentialing, personal communication, November 2, 2018.


