

Resolution

for an

Alternative Certification Option for Multiple Subjects BCLAD Credential

- Whereas: **The California Faculty Association (CFA)** supports quality education for all children, has historically supported quality education for all language minority children, and is a major proponent of quality classroom teachers in the State of California.
- Whereas: The State of California reports an impending shortage of classroom professionals, with 300,000 teachers over the age of 50. The state estimates that 100,000 retiring teachers need to be replaced in the next five to 10 years.
- Whereas: Demographics reported by the State of California indicate that the number of children requiring bilingual education and second language services in the U.S. today is 1.6 million, with 635,000 **English Learners (ELs)** in California. Their numbers will continue to grow rapidly.
- Whereas: The percentage of ELs has nearly doubled over the past twenty years. Today, one of every four California students is an English Language Learner; 85% are Spanish speakers.
- Whereas: 60 % of California's teachers in bilingual-instruction classrooms lack formal bilingual teaching credentials, according to Policy Analysis for California Education, a research center based at the University of California at Berkeley.
- Whereas: Expected growth of ELs in California's elementary classrooms and the increased need for certificated bilingual teachers requires an adequate and rapid response from the State of California to accommodate the future learning needs of these children.
- Whereas: CFA recognizes the significance of the growing population of ELs in the public schools and the need for well-trained, highly qualified teachers, to meet their linguistic and academic needs.
- Whereas: CFA supports multiple routes to teacher credentialing to accommodate the need to train more EL teachers.

Whereas: CSET, the State-mandated test required for teacher certification in California has had the unintended outcome of causing too many bilingual candidates who have proven their abilities by passing their undergraduate and education classes to drop out of teacher credentialing programs to pursue alternative careers that take advantage of their college education, thereby reducing the pool of available bilingual teacher candidates.

Whereas: CSET has discouraged minority, lower SES, and first generation college students from entering teacher education, thereby increasing the homogenization of classroom teachers, disproportionately impacting communities of color, and increasing the disconnect between families and schools. This has furthered hegemony in teacher preparation that has resulted in failure to adequately prepare children from communities of color for entrée into the middle class.

Whereas: It is common knowledge in education circles that standardized and nationally-normed tests are not accurate measures of student learning, and that no available research correlates the CSET exam to quality of teaching.

Whereas: The California Board of Education (CBE), California Commission for Teacher Credentialing (CCTC) and the California State Legislature are the regulatory bodies most responsible for establishing guidelines for implementation and reauthorization of *No Child Left Behind* (NCLB) for establishing compliance with the Highly Qualified Teacher requirement. The state of California will debate the reauthorization of *No Child Left Behind* and make decisions that directly affect Teacher Preparation in the State.

Be it resolved, therefore, that CFA supports and recommends to CBE (Council for Bilingual Education), CTA (California Teachers Association), CCTC (California Commission for Teacher Credentialing), and the California State Legislature an alternate route for bilingual teacher certification to meet the '*highly qualified teacher*' requirement established by NCLB.

Be it further resolved that prospective bilingual teachers who pass a rigorous multiple subject program, a CCTC-approved Bilingual Teacher Preparation Program, a state-approved target language exam, and can demonstrate content knowledge, proof of teaching ability, and passage of the state-

mandated exam (CBEST), be designated as ‘a *highly qualified teacher*’, thereby authorized to teach elementary bilingual students in the state of California.

Presented to the **CFA Assembly** on October 20, 2007, with support and approval from the Teacher Education Caucus, the Latina/o Caucus, the African American Caucus, the Asian-Pacific Islander Caucus, the LGBT Caucus and the Council for Affirmative Action.