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Classroom to Credential: The Butte County Pathway



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Butte County Office of Education



Who is the Multilingual California Alliance?



M^{CAP} Purpose

The Multilingual California Project (M^{CAP}) builds on a robust body of research documenting multilingualism as the most effective option for the academic achievement of ELs across all content areas and for preparation to participate effectively in the global workforce.

Principle 1

• Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different **EL strengths, needs, and identities** and support the socio-emotional health and development of English learners. Programs value and build upon the **cultural and linguistic** assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle 2

• Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of **English proficiency**. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through **native language instruction** and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and **other languages**.

Principle 3

• System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the **strengths and needs of English learners** and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the **strengths and meet the needs of English learners**.

Principle 4

• Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, and higher education. These pathways foster the skills, **language(s)**, literacy, and knowledge students need for college- and career-readiness and participation in a **global, diverse, multilingual, twenty-first century world**.



M^{CAP} Goals

1. **Build capacity among school leaders to implement the EL Roadmap Policy & culturally and linguistically responsive practices.**
2. **Support implementation of instructional practices** that effectively develop academic content knowledge, discipline-specific practices, academic language, and multilingual and multiliterate proficiency.
3. **Create a multilingual collaborative state-wide network of experts to guide systems** that support the development of effective cross-curricular, disciplinary-based instructional practices for all English Learners.
4. **Identify and emphasizing high-quality models for professional development** regarding the EL Roadmap Policy.
5. **Support the implementation, alignment, and articulation of the EL Roadmap Policy across and within school district systems.**



OUR TEAM



Guillermo Castillo
Director



Diana Gomez
Associate Director



Josephino Gonzalez
Lead Instructor



Holly Harding
*EL Administrator/Title
III Regional Specialist*



Isandre Alanis
Program Coordinator



Ana Barron
STEM Instructor &



Jonathan Ramirez
STEM Instructor & Advisor



Jaqueline Garcia
Education Specialist



Karla Lopez
Education Specialist



FES Advisors



Helen Garcia
CEG Advisor



Diana Munoz
CEG Advisor



Veronica Alvarez
CEG Advisor



Sabina Alvarez
SDCOE Advisor



Luis Martinez
FES Advisor



FES Team



Webinar Reminders



- Chat- We invite you to engage with us via the chat feature in Zoom. You may ask us questions or make comments on what resonates with you. Also, please access the many links that we will be putting in the chat along the way.



- Polls- We plan to publish two polls during our webinar. These two polls will pop up on your screen. Please contribute your answers by responding to the poll in a timely manner so that we may publish the results.
- Survey- At the end of the presentation we will be asking you to complete two different surveys. We will put the links to the surveys in the chat box. Please respond to the survey so that we can continue to offer programs and services that meet your needs.



Goals for Today's Webinar

Participants will:

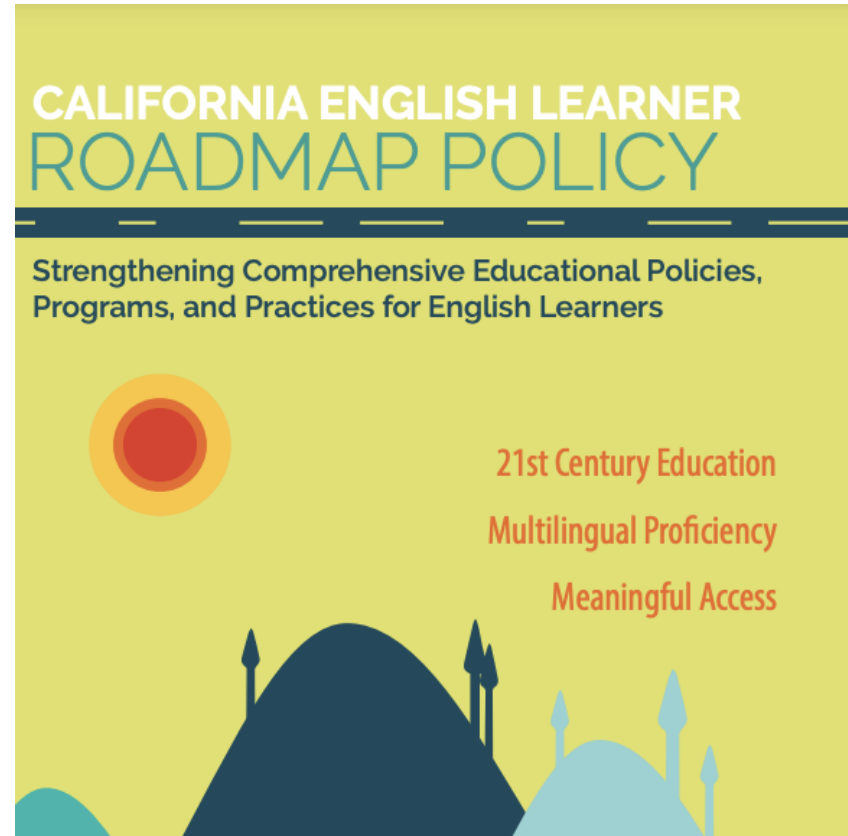
- Understand some challenges faced by paraeducators
- Learn the barriers to typical credential programs and how you can overcome these challenges with our support
- Receive an overview of our programs and services
- Discover how FES can support you in your pathway to a bilingual credential



Principle 1- EL students as assets; school climates and campuses are affirming, inclusive and safe

Principle 3- recruitment and development of a pipeline of educators, including bilingual teachers

California EL Roadmap



Who's in the room?

Poll- what is your role?

- Para- Preschool, TK
- Para- 1-5
- Para- 6-8
- Para- 9-12
- Cafeteria
- Office Support
- Playground Support
- Bus Driver



“California’s Effort to Turn School Staff into Teachers”

“A state program that recruits classroom aides, food service workers and bus drivers — who are already on campus and invested in local schools — and trains them to become teachers is one innovative way California is trying to combat its teacher shortage.”

[EdSource](#)

January 2020



Paraeducators in the Shadows

✓ Great potential

Understand the Needs of
Students

Relationships

- Different connection with students
- Work with immigrant populations
- Staff, students, families
- Empathy



Paraeducators in the Shadows

**Understand the
Community**

- Live in communities

Understand School

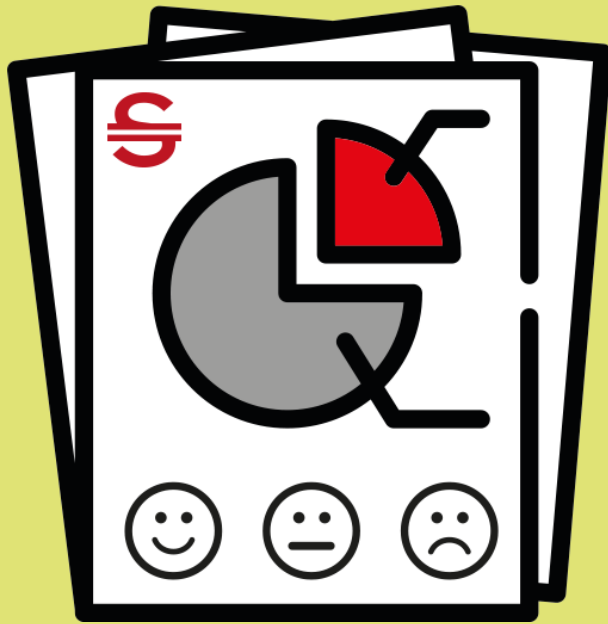
- Historical context
- Have children in the same school

Different Roles

- Custodian
- Office support



Poll



Poll

What challenges or barriers have you experienced while working towards getting your credential?

- Language
- Financial
- Family Responsibilities
- Age
- Family Expectations
- Academic Concerns
- Time



Challenges of Paraeducators

What have been some challenges you face?

- Reaching your goals?
 - Why do you have this job?
- Furthering your education?
 - Insecurities
 - Academic challenges
 - What is holding you back from becoming a teacher?
 - Fear of failure?
 - Long road ahead.
 - Financial
 - Academic
 - Time
 - Cultural piece



What have been some challenges you faced?



Challenges of Paraeducators

- Our students tell their stories:
 - [Itzel Ramos](#)
 - [Cecilia Chung](#)
 - [Faby Gonzalez](#)



Future Educator Support

- Future Educator Support (FES), is a program of Butte County Office of Education that partners with California colleges, Local Educational Agencies, and Migrant Education programs throughout the state in providing programs and services.
- FES addresses the needs of supplemental services for our K-12 migratory students and our post-secondary working adult aspiring educator population in the state of California.



Our Mission & Vision

FES Mission

- The mission of Future Educator Support is to provide access to a diverse cadre of educators and develop high quality culturally responsive practitioners that will serve and lead our diverse learners with equity through the lens of social justice.

FES Vision

- “Facilitate the development of innovative, responsible, dedicated and engaged future teachers.”



BCOE Model

- Address community needs; bilingual teachers, special education, etc.
- Participant works in classroom under the supervision of a credentialed teacher
- Participant conducts home visits and community service
- BCOE partners with Universities, Colleges, Districts, etc.
- Participant obtain college units through a partnership with Feather River College and Mendocino College



What can we offer?

Future Educator Support:

- Provides guidance and assistance to aspiring teacher candidates
- Provides Individualized Pathway Plan
- Offers CBEST, CSET, and RICA support
- Supports with Teacher Performance Assessments (Cal TPA)
- Academic advising and mentoring
- Professional development
- Participate in the FES Teach Grant




FES Teach Grant

- **Aspiring Teacher Candidates**
- **Address needs of**
 - First generation college students
 - Second language learners
 - Rural Communities
 - Bilingual education
- **Offers:**
 - Educational Coursework
 - Professional Development
 - Reimbursement up to \$500
 - Peer Mentoring and Advising
 - Access to SDSU Credential Program



How can we help?



MCAP Paraeducators - Q & A

What do you need more information about?

Your answer

What can we present in our next session that will support you?

Your answer

Submit

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Google Forms

- Complete:
[MCAP](#)
[Statewide](#)
[Paraeducators](#)
[Survey](#)





Key Reminders

1. The next webinar will be on **March 11, 2021**.
2. Please complete the Participation Survey. The link is provided in the Chat box.

THANK YOU!





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Building the Pathway to Multilingualism along the EL Roadmap Policy



What is Multilingual California?

Social Media Campaigns

EL Roadmap in Action

Multilingual Language Services

County District Partners

Data on Multilingualism

Seal of Bilinguality

Become a Bilingual Teacher

Learning Continuity Plan

Dual Language Resources

View Past Webinar Recordings

★ UPCOMING EVENTS ★



Join our MCAP Social Media Movement



@mcapalliance



Multilingual California Project
Alliance



@mcapalliance



MultilingualCalifornia.org



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Resources:

- English Learner Roadmap: <https://resources.gocabe.org/index.php/home/the-english-learner-roadmap/>
- English Learner Roadmap Palm Card: https://cabe2018.gocabe.org/wp-content/uploads/2018/03/EL_Roadmap_Palmcard.pdf
- California's Effort to Turn School Staff into Teachers Article: <https://edsources.org/2020/californias-effort-to-turn-school-staff-into-teachers-starts-to-pay-off/621726>
- Student Testimonials:
 - Itzel - https://drive.google.com/file/d/1QOEBbMkHUgmt_9_sdBlgrxskitpxmbf/view?usp=drivesdk
 - Cecilia - https://drive.google.com/file/d/1N7CtXcPgWYS48RxcGxlpAZmUaE_TduU/view?usp=drivesdk
 - Fabiola- https://drive.google.com/file/d/1D_XkfEKKVhv9jC4ym8aYVr006S1RWUxF/view?usp=drivesdk
- Please make sure to complete the survey below so we can support you.

(FES) Statewide Paraeducators Survey Link- <https://forms.zgle/mDxbtnUQUEuRsQc68>

If you have trouble accessing the link, please open your internet browser.

Then click File, Open a New Incognito Window or Private Window

Copy and paste the survey link on the browser.

If prompted to login, login with an @gmail.com.

*If you login with your district or school email, you will not be allowed to response since it is associated with a private domain.

