

Bilingual School Psychology Certificate Development: The California Bilingual School Psychology Consortium (CBSPC)



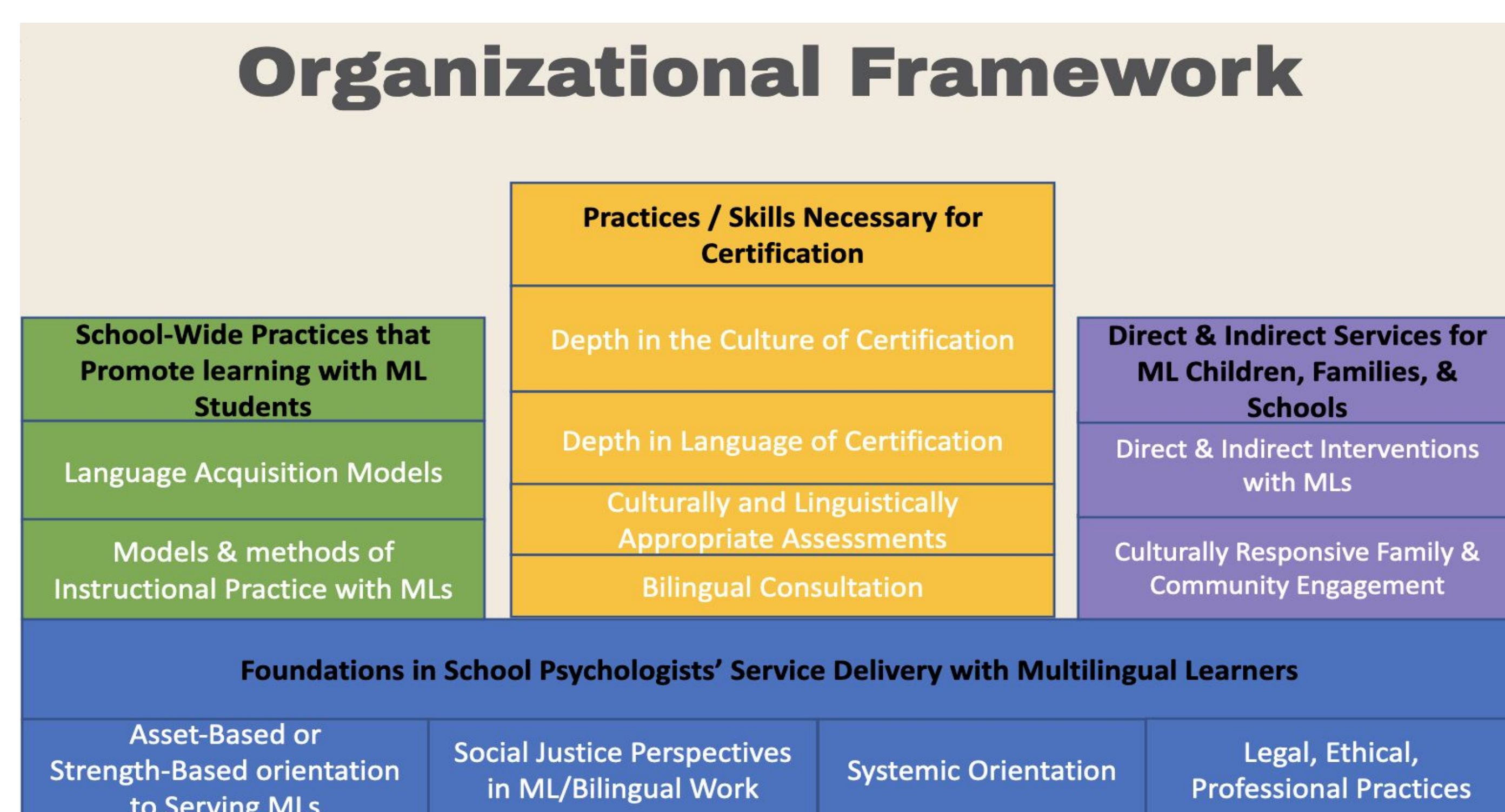
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Introduction

In the current socio-political context of the U.S., providing culturally and linguistically responsive services to the steadily increasing number of multilingual students (MLs) in schools is a social justice issue (Li et al., 2021). With the emerging bilingual education and bilingual speech and language services, bilingual school psychological services become more critical for enhancing the education and well-being of MLs. This poster presents how five California school psychology programs, as part of California Bilingual School Psychology Consortium (CBSPC), are developing unique university level bilingual school psychology certificate programs based on the common theoretical framework and competencies.

Theoretical Framework

A subgroup of CBSPC from multiple institutions identified the key theoretical foundations, including school-wide practices, direct and indirect services, and specific cultural and linguistic practices/skills in serving MLs and for certification, which integrates 12 bilingual school psychologist competencies.



Bilingual School Psychologist Competencies

Based on current research about training bilingual school psychologists (e.g., Ding et al., 2019; Harris, et al., 2020; Li et al., 2021; Robinson-Zañartu, et al., 2019), the following 12 competency areas were identified using performance-based language for the purpose of performance objective development (Ortiz et al., 2023).

Asset-Based or Strength-Based Orientation to Serving MLs	Language Acquisition Models
Social Justice Perspectives in ML / bilingual work	Models and Methods of Instructional Practice with MLs
Systemic Orientation	Bilingual Consultation
Depth in the Culture of Certification	Direct and Indirect Interventions with MLs: Academic and Social-Emotional-Behavioral
Depth in the Language of Certification	Culturally and Linguistically Appropriate Assessment
Culturally Responsive Family and Community Engagement	Legal, Ethical and Professional Practice

Participant Programs: Context

Institution	Degree offered	Student body	Program features
Fresno State	Ed.S	3 cohorts/12 per cohort; Spanish, Hmong, Arabic, and Punjabi speaking	3 year Ed.S degree and credential program, emphasize transactional ecological model and cultural experiences; field experiences all 3 years; close collaboration with local districts, most graduates employed locally
San Diego State	Ed.S	4 cohorts/12-15 per cohort; Spanish + 20 other language speakers, e.g., Farsi, Navajo, Hmong, Tagalog, Japanese, Mixtec, Vietnamese.	4 year integrated Ed.S.degree and credential program with long-standing emphasis on culturally responsive practice; field experiences all four years; over 20 years funded bilingual and other culturally focused specialization projects
CSU Monterey Bay	MS	3 cohorts/15 per cohort; Spanish and Punjabi speaking	3 year integrated degree and credential program with long-standing emphasis on supporting multilingual students and migrant youth, field experiences all three years
UC Berkeley	Ph.D	Annual cohorts of 4-9; Spanish and Mandarin speaking	5 to 6 year integrated degree with credential program. Strong research emphasis; 4 years of practicum (Years 1-4); long-standing focus on culturally responsive practice in practicum courses and opportunities to work with diverse populations.
UC Santa Barbara	M.A.	Cohort of 7 students (M.A.)	Emphasis on training graduates to serve culturally and linguistically diverse students across degree programs; history of receiving training grants (e.g., OESE).
	Ph.D	Annual cohorts of 3-4 students (Ph.D.)	M.A. 3 year integrated degree and credential program: train future practitioners, fieldwork experiences all 3 years. PH.D. 5-6 year integrated degree and credential program: train future SP faculty, research starting Year 1, fieldwork starting Year 2, advanced, paid fieldwork opportunities starting Year 3.

Summary: Contents and Pathways

- BSP certificates for both practitioners and graduate students (2 for practitioners only, 1 for both, and 2 for graduate students only)
- University or department level certificate with/without transcripts
- Language competence and bilingual field experience and supervision for all
- BSP certificate (credentialed practitioner): 4 courses (virtual), summer and/or winter
- BSP certificate (grad students): 1-4 courses added, additional competencies infused in current courses; augmentative to current program.
- Highlights: cross-institution and institution-district collaborations

BLSP Certificate: Contents and Pathways

Institution	Content	Pathway
Fresno State	Four new courses; Contents of nine competencies infused and strengthened in 5 courses; Bilingual field experience and supervision Evidence of Language Competency	15-16 unit University Certificate in Bilingual SP in process; 1st Step: BSP certificate program for credentialed practitioners (serving as BSP supervisors for grad students in the 2nd step); winter and summer sessions 2nd Step: BSP certificate program for graduate students, augmentative to Ed.S program; winter, summer or regular semesters Recorded on student /trainee transcripts Potentially local district and state funded
San Diego State	Much content infused in current courses; Two additional courses including proposed Spanish for Mental Health Professionals Dedicated sections of fieldwork, internship	12 unit University Certificate in Bilingual SP in process as augmentative to EdS Program. Option within EdS Program for current graduate students using newly created Electives. Currently funded via federal grant; proposed integration within regular coursework Recorded on student transcripts
UC Berkeley & CSU Monterey Bay	Four new summer courses (faculty from UC Berkeley, CSU Monterey Bay and St. Mary's College teach courses in their areas of expertise, and some also provide practicum supervision); Supervised bilingual field experience, over the course of one school year; Optional second year training focusing on bilingual supervision. Evidence of language competency.	Supervision options with bilingual graduates who completed specialization training Certificate in Bilingual School Psychology for credentialed practitioners. Robust, online learning in the summer (virtual courses), with an option for an in-person summer practicum. Department level certificate (no transcript or credits awarded). Continuing Education Units options being explored. Grant funding being explored.
UC Santa Barbara	Content of 9 competencies infused in current courses; One additional course added Fall quarter; Bilingual supervision for fieldwork & internship; Evidence of Language Competency	University Certificate in Bilingual School Psychology for graduate students; Share units from MA program coursework Recorded on student transcript

Future Steps

The five university level certificate programs are pilots for future state or national level BSP training. Their experiences and lessons learned should inform future state-wide BSP credentialing efforts and provision of high quality services for MLs. Discussions with the state level credentialing organization are in process with the mission of possible NASP Certificate in the future. The CBSPC will collaborate with districts and advocate for stipends or elevated salary for certified BSP as well as involving School Psychology Educators in California's (SPEC) Leadership Academy and collaborations with the California Association of School Psychologists.

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