

*California
Commission on Teacher Credentialing*

*Meeting of
October 1-2, 2003*

AGENDA ITEM NUMBER: PREP - 4

COMMITTEE: Preparation Standards

TITLE: Report on the Implementation of the AB 1059 Teacher Preparation Standards Review

_____ Action

_____ Information

X Report

Strategic Plan Goal(s):

Goal 1: Promote educational excellence through the preparation and certification of professional educators

- Sustain high quality standards for the preparation of professional educators
- Sustain high quality standards for the performance of credential candidates

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Dr. Sam W. Swofford,
Executive Director

Report on the Implementation of the AB 1059 Teacher Preparation Standards Review

**Professional Services Division
October 1-2, 2003**

Executive Summary

Assembly Bill 1059 (Ducheny, Chapter 711, Statutes of 1999) requires the California Commission on Teacher Credentialing to develop new standards for preliminary credential programs for the preparation of teachers to teach all students, including English learners. Teacher preparation programs were required to respond to these standards, which were later incorporated into teaching credential reforms outlined in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). AB 1059 also prohibits the Commission from “issuing a preliminary teaching credential to an applicant after July 1, 2003, unless the applicant satisfies the standards and requirements established by this bill or has an authorization to provide services to English language learners issued by the Commission.” Pursuant to AB 1059, the Commission must provide candidates, including out-of-state trained teachers, with an examination route to fulfilling the requirements for teaching English learners.

This report has been prepared to inform the Commission on the progress of the AB 1059 Review Panel, and the approval of credential programs meeting the requirements of this law, and to outline the next steps in the implementation of this legislation.

Fiscal Impact Summary

The Commission’s Professional Services Division is responsible for creating new standards pertaining to the training of teachers to teach English learners. AB 1059 also requires the Commission to review all teacher preparation programs that have submitted to the new standards, to consult as needed with external reviewers, and to communicate with program sponsors about their program proposals. The Commission budget supports the costs of these activities and no budget augmentation is needed to continue program review and approval.

Policy Issues to be Addressed

What is the status of the legislative mandates required of the Commission pursuant to AB 1059 5 (Assembly Bill 1059, Ducheny, Chapter 711, Statutes of 1999)?

Report on the Implementation of the AB 1059 Teacher Preparation Standards Review

**Professional Services Division
October 1-2, 2003**

Background Information and Specific Requirements of AB 1059

Pursuant to Education Code Section 44259.5 (Assembly Bill 1059, Ducheny, Chapter 711, Statutes of 1999), the Commission on Teacher Credentialing must ensure “that an accredited program of professional teacher preparation satisfies standards established by the commission for the preparation of teachers to teach all pupils, including English language learners.” These standards were to be based upon an independent job analysis and validity study. All accredited teacher preparation programs were required to satisfy these standards for the preparation of teachers to teach English learners by July 1, 2002.

The AB 1059 legislation prohibits the Commission from issuing a preliminary teaching credential after July 1, 2003, to an applicant filing for a preliminary Multiple or Single Subject Teaching Credential unless he or she satisfies the standards set by the Commission as outlined by AB 1059. The measure also included a “grandparenting” clause which enables candidates to complete the Multiple or Single Subject Teaching Credential program in accordance with the English learner requirements in place at the time of their enrollment.

This bill further requires all beginning teacher induction programs to satisfy standards outlined by the Commission for teachers for all pupils, including English language learners. The standards for induction programs were required to address essential knowledge and abilities needed to apply effective instructional strategies to assist pupils to develop English language proficiency. Applicants filing for a professional clear teaching credential after July 1, 2005, must satisfy the standard within induction regarding the teaching of English learners.

AB 1059 also requires the Commission to develop an examination route, based upon requirements outlined in the new standards, for experienced teachers and for out-of-state trained teachers.

Job Analysis and Development of the Standards

The California Commission on Teacher Credentialing implemented AB 1059 in conjunction with Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998), which restructured the basic teaching credential by creating a two-tiered system with multiple, standards-based routes to both the preliminary and professional clear credential levels. The standards for SB 2042 were designed to dovetail with the requirements outlined in AB 1059.

In June 1999, the Commission approved a contract with WestEd to conduct a job analysis and develop preliminary Teacher Performance Expectations as part of the SB 2042 requirements. To satisfy the requirements of AB 1059, the job analysis survey included pedagogical tasks, knowledge, and theories related to the teaching of English learners. It was completed in March of

2000 and resulted in a specific set of knowledge areas and skills needed by teachers of English learners. These skills and knowledge areas were written into the Teacher Performance Expectations (TPEs) as TPE 7. All of the TPEs were then subject to a comprehensive validity study conducted by American Institutes for Research (AIR). The validity of the draft TPEs was supported in the AIR study and the TPEs were adopted without change by the Commission at its September 2001 meeting.

SB 2042 requires a standards-based route to the preliminary teaching credential. While many of these new teacher preparation standards address the teaching of English learners, Standard 13 of the Professional Teacher Preparation Program Standards was written to address most of the specific requirements for teaching English learners as outlined in AB 1059 (see *Appendix A* for a cross-reference of AB 1059 and how it relates to components of SB 2042). The addition of this standard effectively addressed the elements originally included within the Crosscultural Language and Academic Development (CLAD) emphasis requirements.

The Commission's Coded Correspondence 02-0002, dated January 3, 2002, outlined the elements of Standard 13 and provided programs with guidelines for their responses to the standard (see *Appendix B* for the text of Standard 13).

Credential programs were required to submit a response to Standard 13 no later than April 15, 2002. Multiple Subjects programs, Single Subject programs, and internship programs were all required to submit a response to Standard 13. These responses were then reviewed by a panel appointed by the Commission's executive director which was comprised of individuals who possessed expertise in English learners and bilingual education. Some program sponsors submitted an institutional response, in which all programs were included in one document submission. Other program sponsors submitted up to five separate submissions from each credential program within their institution. One hundred and nine responses were reviewed by the panel and approved by the Committee on Accreditation.

Panel Selection

The AB 1059 review panel had a balanced representation of members from both institutions of higher education (IHEs) and members of local education agencies (LEAs). All geographical areas of the state were represented on the panel as well. The panel members consisted of:

- Teachers in designated classrooms for English learners,
- College professors with expertise in English learner and bilingual education,
- Staff development trainers and coordinators from district and county offices of education,
- Deans of university education programs,
- A liaison from the California Department of Education,
- Reading/language arts curriculum and instruction specialists from county offices of education,
- An assistant superintendent at the school district level, and
- CLAD/BCLAD coordinators and/or English learner coordinators from local school districts.

In all, 25 AB 1059 panel members were selected for the AB 1059 panel (see *Appendix C* for panel member list).

Review Process and Progress of the Panel

The AB 1059 panel first convened on May 1, 2002. At that initial meeting, the decision was made to have all Standard 13 responses submitted by programs responding to the new SB 2042 Standards reviewed by the AB 1059 panel. The decision to have one panel review all of the Standard 13 responses ensured consistency in the implementation of AB 1059.

Of the 109 submissions to Standard 13, the panel approved only one document submission after a first review. It became evident to the panel and to teacher preparation programs that the reforms called for in AB 1059 were more extensive and required more program restructuring than was previously thought. For this reason, it was necessary for the panel to reconvene seven more times between May and September 2002 to review resubmissions and to assist programs and institutions with their response to the standard. This extended effort on the part of the AB 1059 panel has resulted in a rigorous and consistent interpretation of Standard 13.

All 109 program responses to Standard 13 have been recommended for approval to the Committee on Accreditation by the AB 1059 panel (see *Appendix D*). California colleges and universities whose Standard 13 submissions have been approved are currently implementing this new English learner standard in their Commission-accredited Multiple and Single Subject Teaching Credential teacher preparation programs.

Next Steps for AB 1059

Coded Correspondence 02-0023, dated October 11, 2002, clarified the transition from CLAD emphasis programs to AB 1059 authorized programs. Beginning July 1, 2002, candidates admitted to a preliminary teaching credential program must be enrolled in an AB 1059 approved program. CLAD emphasis programs were not able to admit any new candidates after this time, although candidates already enrolled in a CLAD emphasis program, or any other program that offers a preliminary credential, could complete the program in which they were originally admitted. CLAD emphasis programs will cease to exist, and AB 1059 and SB 2042 programs will replace them.

AB 1059 also calls for induction programs to address the preparation of teachers to teach English learners. Program Standard 19 of the Induction Standards was designed to build upon knowledge and skills acquired in teacher preparation programs (see *Appendix E*). Standard 19 requires beginning teachers to demonstrate competencies in the assessment, instruction, and development of English language skills for English learners in their classrooms. Induction program submissions are currently undergoing a panel review, and Standard 19 will be implemented as teachers with SB 2042 preliminary credentials begin the induction phase of their program.

The final phase of implementation of AB 1059 will begin in late fall of 2004 or early in 2005. This step will address the creation of an examination route for experienced teachers, as well as out-of-state trained teachers. The examination will be aligned with the standards developed in the teacher preparation and teacher performance expectations in accordance with the job analysis for teachers of English learners. A design team is being assembled to assist the Commission with the analysis of the validity study and with the development of this examination route that will reflect the most recent trends in pedagogy and methodologies in the teaching of English learners. This new examination will replace Tests 1, 2, and 3 of the Crosscultural, Language, and Academic Development (CLAD) examination.

Appendix A

English Learner Components within Assembly Bill 1059 (Ducheny, Chapter 711, Statutes of 1999) and Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998)

SB 2042/AB 1059 Component	English Learner Components of Teacher Preparation and Induction Requirements
Teacher Preparation Standards	<p><u>Standard 5</u>: Requires study and knowledge of students from culturally and ethnically diverse backgrounds, minimizes bias of classroom climate, curriculum materials, and teaching methods.</p> <p><u>Standard 7</u>: Candidates study reading and language arts methodologies based on how students read, including English language learners. They know an array of effective strategies and methods for students with varied reading levels and language backgrounds.</p> <p><u>Standard 10</u>: Candidates learn about the importance of family, culture, and community as resources for student support and learning.</p> <p><u>Standard 11</u>: Candidates learn about linguistic and cognitive development as well as research regarding social and cultural conditions affecting learning.</p> <p><u>Standard 13</u>: Candidates required to learn pedagogical methods and theories that are specific to the teaching of English learners; they must understand and show how to create classroom environments that are geared to second language acquisition and English learners. Candidates required to learn and show use of Specifically Designed Academic Instruction in English (SDAIE) and demonstrate the ability to help English learners access core curriculum. They know about and can use formal and informal assessment instruments to determine appropriate strategies and curriculum for English learners of all levels. They learn strategies and methods to increase English learners' proficiency in speaking, listening, reading and writing.</p>
Teacher Performance Expectations	<p><u>TPE 1</u>: Candidates learn and demonstrate knowledge of systematic instruction of word analysis, vocabulary instruction, reading comprehension, and listening and speaking strategies for all students, including English learners.</p> <p><u>TPE 7</u>: Candidates need to learn and demonstrate knowledge of programs for English language development and pedagogical theories, principles, and instructional practices for instruction of English learners. They must implement an instructional program that facilitates English language development, including reading writing, listening, and speaking skills that progress to grade level reading/language arts program levels for English speakers. They are able to adapt instructional strategies for English learners, based upon assessed levels of literacy in English.</p> <p><u>TPE 8</u>: Candidates encourage parent support and consider home</p>

	<p>factors in the educational process</p> <p><u>TPE 9</u>: Candidates connect content to be learned with student’s linguistic and cultural background; they select and adapt instructional strategies, grouping strategies, and instructional materials to meet learning goals and needs of al students, including English learners.</p> <p><u>TPE 12</u>: Candidates resist racism and acts of intolerance.</p>
<p>Induction Standards</p>	<p><u>Standard 17</u>: Teachers examine personal beliefs and attitudes related to diverse students, families, cultures and communities. Teachers use only those Instructional strategies that maximize academic performance for all students.</p> <p><u>Standard 19</u>: Teachers plan and deliver appropriate instruction for English learners and understand how individual student needs affect first and second language development. They know the goals and content of programs at school sites that are developed to meet the needs of English learners. They can adapt materials and strategies for English learners, based on assessed levels of English literacy.</p>

Appendix B

Standards of Quality and Effectiveness for Professional Teacher Preparation Program Standards

Program Standard 13

Preface: This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b) (f) and (i), and Standard 7B, Elements (a) (b) (c) and (d).

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability to deliver comprehensive instruction to English Learners. Candidates learn about state and federal legal requirements for the placement and instruction of English Learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access and achievement in relation to state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family backgrounds and experiences.

Appendix C

AB 1059 Panel Membership

Renee	Golanty-Koel	Ph.D.	CSU-Sacramento	Professor of Teacher Ed. In Psychology, Linguistics, and Multicultural Education
Marcia	Sewall		UC San Diego	Lecturer/Supervisor, Secondary English and ESL Education
Olga	Amaral	Ph.D.	CSU San Diego (Imperial Valley Campus)	Asst. Professor, Bilingual Ed. Strategies, CLAD/BCLAD training
Sharolyn	Hutton	Ed.D.	Chaffey JUSD	District Director, English Learner Programs; Oversees Staff Development for CLAD and SDAIE Certification
Claudia	Lockwood	M.A.	San Joaquin County Office of Education	Director of Multilingual Education for San Joaquin Co.; Director, Bilingual Teacher Training Project-13; Former CLAD Examination Review Committee Member
Gloria	Cortez	M.A.	Charter Oak USD	Asst. Superintendent of Human Resources; Bilingual Specialist Credential and Experience
Sheryl	Santos	Ph.D.	CSU-Bakersfield	Dean, School of Education; Professor, Bilingual Education
Suzanne	Charlton	Ph.D.	UC Irvine	CLAD/BCLAD Director/; UCI Second Language Project COACH Director; Member, U.C. Bilingual Education Task Force
Oscar	Medina	M.A.	California Department of Education	Education Program Consultant for English Learners; CLAD/BCLAD Master Teacher
KimOanh	Nguyen-Lam	Ph.D.	CSU-Long Beach	Professional Development Specialist; Member, State Bilingual Cross-Cultural Advisory Panel
Carmen	Beck	M.A.	San Bernardino Co. Super. Of Schools	Literacy Curriculum Specialist; Trainer for CLAD/BCLAD certification
Carol	Rothenburg		San Diego City Schools	Second Language Educator (BCLAD certificate)
Maria Elena	Messina		Santa Clara USD	Director of Categorical Programs (including ELD)
Sylvia	Lomas		San Bernardino Co. Super. Of Schools	Coordinator, Bilingual Teacher Training Program; Instructor, Community-Based English Tutoring
Martha	Hall	M.A.	San Bernardino Co. Super. Of Schools	Multilingual Coordinator for Staff Development
Elena	Arriola-Freeman	M.A.	Los Angeles County Office of Education	Program Director, Bilingual Teacher Training Program; Panel Member for Development of CLAD and BCLAD Certification Process
Carmen	Zuniga Dunlap		CSU-Fullerton	
Evelyn	Weisman	Ph.D.	CSU-Fullerton	Asst. Professor, Department of Elementary, Bilingual, and Reading Education
Anna	Kato	Ed.D	UC Davis	Lecturer/Supervisor of M.S. Candidates; Bilingual Educator
Patricia	de la Peña	M.S.	LAUSD	Coordinator, English Language Learner programs in Los Angeles Unified School District; Bilingual teacher
Nancy Jean	Smith	Ed.D.	CSU-Stanislaus	Assoc. Professor, Teacher Ed., CLAD/BCLAD; Title VII Bilingual Program Specialist
Magdalena	Ruz Gonzalez	M.Ed.	San Bernardino Co. Super. Of Schools	Director of BTTP for Inland Empire; Curriculum Coordinator, Language Arts, Literacy and Biliteracy
John	McFadden	Ph.D.	CSU-Sacramento	Director, Professor, Multicultural/Multilingual Teacher Training
Geneve	Sepulveda		Elk Grove USD	Bilingual/ELD Coordinator; Reading Specialist; CLAD Trainer

Appendix D

Program Responses to Standard 13 Recommended for Approval to the Committee on Accreditation by the AB 1059 Panel (As of August 11, 2003)

	INSTITUTIONS	PROGRAMS
1	Alliant International University	M.S./S.S./M.S. Intern
2	Antioch University Southern	M.S.
3	Azusa Pacific University	M.S./S.S./M.S. Intern
4	Bethany College	M.S/S.S
5	Biola University	M.S/S.S
6	Cal Poly, Pomona	M.S./S.S./M.S. Intern/S.S. Intern
7	Cal Poly, San Luis Obispo	M.S./S.S./M.S. Intern/S.S. Intern
8	Cal State TEACH	M.S/M.S. Intern
9	California Baptist University	M.S/S.S
10	California Lutheran University	M.S./S.S./M.S. Intern/S.S. Intern
11	Chapman University	M.S./S.S./M.S. Intern/S.S. Intern
12	Christian Heritage College	M.S/S.S./M.S. Intern
13	Claremont Graduate University	M.S./S.S./M.S. Intern/S.S. Intern
14	Compton Unified School District	M.S. Intern
15	Concordia University	M.S/S.S./M.S. Intern
16	CSU, Bakersfield	M.S./S.S./M.S. Intern/S.S. Intern
17	CSU, Channel Islands	M.S./S.S.
18	CSU, Chico	M.S./S.S./M.S. Intern/S.S. Intern
19	CSU, Chico (Tri-Placement Program)	M.S./S.S.
20	CSU, Chico (BCLAD Emphasis Program)	M.S./S.S.
21	CSU, Dominguez Hills	M.S/S.S./M.S. Intern/S.S. Intern
22	CSU, Fresno	M.S./S.S./M.S. Intern/M.S. Intern
23	CSU, Fullerton	S.S./intern
24	CSU, Fullerton	S.S./intern
25	CSU, Hayward	M.S/S.S/MS Intern/MS BCLAD
26	CSU, Hayward (Integrated Pathway Program)	S.S.
27	CSU, Hayward (Discreet Pathway Program)	S.S.
28	CSU, Long Beach	M.S./S.S./M.S. Intern/S.S. Intern
29	CSU, Los Angeles	M.S./S.S./M.S. Intern/S.S. Intern
30	CSU, Monterey Bay	M.S/S.S.
31	CSU, Northridge	M.S./S.S./MS. Intern
32	CSU, Sacramento	M.S./S.S./M.S. Intern/S.S. Intern
33	CSU, San Bernardino	M.S./S.S./M.S. Intern/S.S. Intern
34	CSU, Stanislaus	M.S./S.S./M.S. Intern/S.S. Intern
35	Dominican University	M.S/S.S.
36	Fresno Pacific University	M.S/S.S.
37	Holy Names College	M.S/S.S /M.S. Intern/S.S. Intern
38	Hope International University	M.S.
40	Humboldt State University	S.S.
41	Humboldt State University	M.S/S.S./intern
42	InterAmerican College	M.S./S.S./M.S. BCLAD/S.S. BCLAD

43	John F. Kennedy University	M.S./S.S./M.S. Intern /S.S.Intern
44	La Sierra University	M.S./S.S.
45	Long Beach USD	M.S. Intern/M.S. BCLAD
46	Los Angeles USD	M.S. Intern/S.S. Intern
47	Loyola Marymount University	M.S/S.S./M.S. BCLAD/ S.S. BCLAD
48	(The) Master's College	M.S./S.S
49	Mills College	M.S./S.S
50	Mount St. Mary's	M.S./S.S.
51	National Hispanic University	M.S. /
52	National University	M.S/S.S./M.S. Intern
53	New College of California	M.S.
54	Notre Dame de Namur	M.S/S.S./intern
55	Nova Southeastern University	M.S.
56	Occidental College	M.S/S.S.
57	Ontario-Montclair USD	M.S. Intern
58	Orange County Consortium	M.S Intern
59	Pacific Oaks College	M.S/S.S/M.S Intern/S.S. Intern
60	Pacific Union College	M.S/S.S.
61	Patten College	M.S/M.S. Intern
62	Pepperdine University	M.S/S.S.
63	Point Loma Nazarene University	M.S/S.S./M.S. Intern/S.S. Intern
64	Project Pipeline	Intern
65	Saint Mary's College	M.S./S.S.
66	San Diego City Schools	M.S. Intern/S.S. Intern
67	San Diego State University	M.S./S.S./M.S. Intern/S.S. Intern/M.S. BCLAD/S.S. BCLAD
68	San Francisco State University	M.S./S.S./M.S. Intern
69	San Joaquin, COE	M.S. Intern/S.S. Intern
70	San Jose State University	M.S./S/S//M.S. Intern/S.S. Intern
71	San Jose State University (Integ. Pathway)	M.S.
72	Santa Clara University	M.S./S.S./M.S. Intern/S.S. Intern
73	Simpson College	M.S./S.S.
74	Sonoma State University	M.S./S.S.
75	Stanford University	S.S.
76	UC, Berkeley (Cal PIP Program)	M.S.
77	UC, Berkeley (DTE Program)	M.S.
78	UC, Berkeley (MACSME Program)	S.S.
79	UC Berkeley (MUSE Program)	S.S.
80	UC, Davis	M.S/S.S./M.S. Intern/S.S. Intern
81	UC, Irvine	MS/S.S./M.S. Intern/S.S. Intern/
82	UC, Los Angeles	M.S/S.S.
83	UC, Riverside	M.S./S.S./M.S. Intern/S.S. Intern
84	UC, San Diego	M.S./S.S./M.S. Intern/S.S. Intern/
85	UC, Santa Barbara	M.S/S.S.
86	UC, Santa Cruz	M.S/S.S.
87	University of LaVerne	M.S/S.S/M.S. Intern/S.S. Intern/
88	University of Phoenix	M.S.
89	University of Redlands	M.S/S.S/M.S. Intern/S.S. Intern

90	University of San Diego	M.S./S.S.
91	University of San Francisco	M.S./S.S.
92	University of Southern California	M.S./S.S.
93	University of the Pacific	M.S./S.S./M.S. Intern/S.S. Intern
94	Vanguard University	M.S./S.S.
95	Westmont College	M.S./S.S.
96	Whittier College	M.S./S.S./S.S. Intern

Appendix E

Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Program Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Program Elements for Standard 19: Teaching English Learners

19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.

19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.

19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and

summative assessment of English learners for language development and for content knowledge in the core curriculum.

- 19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.
- 19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.
- 19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.
- 19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.
- 19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.
- 19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.