
6D

Information/Action

Professional Services Committee

Implementation of Bilingual Certification Review Plan

Executive Summary: At the April 14, 2005 meeting, staff presented the Commission with options for a plan to review bilingual certification. The Commission adopted a plan that includes a supported advisory work group. This agenda item presents options for the recruitment and selection of the work group and outlines the next steps for proceeding with bilingual certification routes.

Recommended Action: That the Commission adopt a process for selecting members of a supported advisory workgroup that will address the first of four policy questions related to bilingual certification.

Presenter: Susan Porter, Consultant,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Assess and monitor the efficacy of the Accreditation System, Examination System, and State and Federal Funded Programs.

Implementation of Bilingual Certification Review Plan

Introduction

At its February 1, 2005 meeting, the Commission discussed the need to update requirements for teachers seeking certification to work with English learners. For the first phase of the work, the Commission discussed the need to gather information from stakeholders and address key policy questions prior to making changes to bilingual certification routes for California teachers. Once the policy questions are answered, the Commission would then be able to consider and make decisions about the second phase of the work, that of implementing the desired changes such as: Test development activities related to a replacement for the current BCLAD examination; Development of standards for a coursework route for bilingual certification; Development of alternative language proficiency assessment models; and Requesting an extension of the current BCLAD contract while these activities are being completed.

At its April, 14, 2005 meeting, the Commission was provided with a plan including options for involving stakeholders in the process of addressing the following four policy questions:

1. Should the Commission explore alternatives to the current route to bilingual certification for already-credentialed teachers?
2. How shall the Commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?
3. Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?
4. How should newer models of instruction be considered in the development of updated requirements for bilingual certification?

Following the presentation and discussion of this agenda item, the Commission adopted a work plan that includes the following elements:

1. Survey Data Collection: Statewide survey, to be mailed to interested stakeholders and posted on the Commission website, which would solicit feedback from K-12 educators, teacher preparation programs, and the public regarding bilingual certification issues;
2. Public Discussions: Five regional meetings, to be held in various locations around the state to gather public comments and suggestions related to bilingual certification; and

3. **Advisory Work Group Meetings:** A Bilingual Certification Advisory Work Group consisting of 12-15 stakeholders and experts in the field would be appointed to review survey data and focus group discussion results and develop recommendations for the Commission to consider on how to answer the four policy questions.

This agenda item presents options for the recruitment and selection of members of the Bilingual Certification Advisory Work Group and includes the anticipated steps and estimated timelines for implementing the adopted work plan. (Appendix A)

Recruiting, Nominating, and Selecting Members for the Bilingual Certification Advisory Work Group

Work groups enable the Commission and its staff to consult with classroom teachers, faculty members, administrators, and other individuals with specific expertise or knowledge to aid in the development of examinations and standards for educator preparation programs. These groups have been used historically to advise the Commission on matters relating to teacher credentialing requirements, to develop and recommend standards for teacher preparation and subject matter programs, and to recommend content specifications for examinations. Participation by stakeholders and constituent groups has helped to inform the Commission of the perspectives of those affected by its policies and to enrich the policy discussion with insights from stakeholders from diverse backgrounds. In recent years, the Commission has moved toward using terms such as “design teams” or “work groups” instead of the term “panel” to describe this advisory process.

The Commission has recruited prospective panel and design team members through the following means:

1. Direct mailings to relevant stakeholder groups and agencies,
2. Postings on the Commission website (www.ctc.ca.gov),
3. Recruitment of qualified candidates for a particular panel through appropriate professional organizations and departments and schools within institutions of higher education, and
4. Soliciting nominations of former members of Commission panels and applicants to other panels where similar expertise was required.
5. Soliciting nominations from members of the Commission.

The process for nominating and selecting work group members is guided by the Commission’s policies and procedures for establishing advisory panels. Excerpts from the Panel Policy are contained in Appendix B.

This policy allows the executive director to solicit nominations for advisory group membership from appropriate organizations, agencies, institutions, individuals and members of the public. Groups are strongly encouraged to submit more than one nominee. Based on comments from stakeholders at the April 2005 meeting, nominations for the Bilingual Certification Advisory Work Group could be solicited from the list of organizations and agencies identified in Table 1.

Education Code Section 44253.5(d) provides direction for the recruitment and selection of experts who can assist the Commission in the development of routes for bilingual certification:

In the development of the examinations [for the bilingual certificate] the commission shall confer with selected professionals who are knowledgeable and experienced in the education of limited-English proficient pupils, and with the State Department of Education.

For this reason, the Commission might also wish to consider the inclusion of experts in languages that are spoken by most English learners in California schools and may also wish to consider the inclusion of a staff person from the Department of Education who could represent the Department and the State Board of Education and could act as a liaison between these entities and the work group.

Table 1: *Potential Representation for the Bilingual Certification Advisory Work Group*

Association of California School Administrators	Association of Independent California Colleges & Universities
California Teachers of English to Speakers of Other Languages (CATESOL)	Credential Counselors & Analysts of California
California School Boards Association	California County Superintendents Educational Services Association
California Department of Education Staff*	California Federation of Teachers
California State University system	California Teachers Association
Induction program directors	Reading Specialists
Experts in the subject area of bilingual education	University and District Intern program directors
University of California system	California State PTA (who could nominate parents of bilingual education students)
Bilingual Coordinators' Network	Bilingual Teacher Training Programs
BCLAD Emphasis and Intern Program Coordinators & Instructors	California Association of Bilingual Educators (CABE)
Experts in language, culture and literacy for most frequent languages spoken by English learners in California**	Parents of bilingual education students
Californians Together	Site administrators (with bilingual programs)
K-12 teachers with BCLAD authorizations or Bilingual Specialist Credentials***	

* *CDE staff provides technical assistance and serve as liaisons to the Department and the State Board of Education*

***According to the California Department of Education, these languages would include: Spanish, Vietnamese, Hmong, Cantonese, Tagalog/Pilipino, Korean, Mandarin, Armenian, Khmer/Cambodian, Punjabi, Portuguese*

****The Commission may wish to consider teachers from transitional bilingual education models as well as teachers from two-way immersion programs.*

The Commission's nomination and application process is designed to provide information regarding the nominee's background qualifications, willingness to serve, and reasons for wishing to serve. The Commission has also established nomination and selection procedures to ensure that a work group reflects the geographic, cultural, and linguistic diversity of California's student population. These criteria would be of particular importance for a work group dedicated to the task of addressing bilingual certification (The proposed application form for the work group is contained in Appendix C). As part of the Commission policy, nominators and nominees are informed that being nominated is not a guarantee of appointment to the advisory group.

Section 490 of the Commission's policy manual gives the Executive Director authority to appoint advisory panels, task forces or design teams.

The Executive Director may establish and appoint an advisory panel, task force, or design team when either staff or the Commission has determined that they require additional expertise, viewpoints, or experiences to obtain further input in the formulation or resolution of a complex issue under consideration. Staff will be responsible for summarizing the work and conclusions of any group, so appointed, in a report to the Executive Director.

Options, Costs, and Considerations

Options concerning the size and composition of the BCAWG:

The groups listed in Table 1 represent a "pool" of constituencies and experts that could be included in the work group. Should the Commission wish to expand the BCAWG beyond twelve to fifteen members, the original cost estimate of \$27,000 to \$33,750 would increase by \$2,250 for each additional member of the Supported Advisory Workgroup. Additional costs would also be incurred should the Commission wish to add the number of times the workgroup met.

In determining the composition of the work group, does the Commission wish to expand the BCAWG beyond twelve members?

In determining the process for nominating and appointing individuals to the work group, does the Commission wish to include any individuals or constituent groups not listed in Table 1?

Options concerning the process for the appointment of advisory work group members could include but are not limited to:

A) Selection Process following the Commission's Panel Policy and Procedures Guide

Under the supervision of the Executive Director, staff shall solicit nominations from the appropriate organizations, institutions, agencies, individuals, and members of the public. The Executive Director shall send each nominee a written inquiry regarding the nominee's

willingness to serve, background qualifications, and reasons for wishing to serve. Once the applications/nominations for the advisory work group are received, staff members review the applications and identify a list of applicants that fulfill the specific requirements for expertise and diversity. After reviewing the list, the Executive Director shall select panel members from the pool of nominees who are willing to serve, and shall appoint them to the panel. Staff will notify the individuals appointed to serve on the panel by letter of invitation from the Executive Director.

B) Modified Selection Process

Under the supervision of the Executive Director, staff shall solicit nominations from the appropriate organizations, institutions, agencies, individuals, and members of the public. The Executive Director shall send each nominee a written inquiry regarding the nominee's willingness to serve, background qualifications, and reasons for wishing to serve. Once the applications/nominations for the advisory work group are received, staff members review the applications and identify a list of applicants that fulfill the specific requirements for expertise and diversity. The list is reviewed by the Executive Director, and forwarded to each Commission member for further review. After consideration of the list by Commissioners, the Executive Director shall select panel members from the pool of nominees who are willing to serve, and shall appoint them to the panel. Staff will notify the individuals appointed to serve on the panel by letter of invitation from the Executive Director.

Appendix A
Estimated Timeline for Phase One Tasks for Updating Bilingual Education Routes

	SUBTASKS	START DATE	END DATE	COMMENTS
Task 1 Surveys	Subtask 1: Staff designs survey instrument & posts on-line & mails to the field	6/20/05	7/15/05	
	Subtask 2: Surveys returned and Commission staff processes data	7/18/05	8/15/05	Staff reports survey results at the October 6, 2005 Commission meeting.
Task 2 Regional Stakeholder Meetings	Subtask 1: The first 2 of the 5 stakeholder meetings are held in Northern and Central California and the Bay Area	7/15/05	8/31/05	Staff reports the outcomes of the of the first 2 stakeholder meetings at the October 6, 2005 Commission meeting.
	Subtask 2: The final 3 stakeholder meetings are held in Southern California	9/15/05	10/17/05	
	Subtask 3: Testimony of all six meetings are summarized in a report, to be brought back to the Commission for discussion	10/1/05	11/30/05	Staff reports back to the Commission on the findings of the Regional Stakeholder Meetings at the November 30, 2005 meeting.
Task 3 Supported Work Group	Subtask 1: Supported workgroup is recruited and selected.	6/6/05	8/26/05	Workgroup member selection process would begin during the summer, but would not convene until late September so that workgroup could review the findings of the surveys and stakeholder group meetings
	Subtask 2: Supported workgroup convenes for a series of 4 meetings	10/3/05	2/1/06	Staff reports back to Commission at November 30, 2005 meeting for progress update on the workgroup.
	Subtask 3: Staff prepares and reports findings of the workgroup related to the four policy questions.	2/1/06	3/31/06	Recommendations of Supported Workgroup are presented to the Commission at the March, 2006 meeting.

Appendix B

Excerpts from CCTC Panel Policy And Procedures Guide

November 2002

GENERAL INFORMATION

OBJECTIVE

This guide will provide information, procedures and guidelines on panels. It is intended to assist staff in the California Commission on Teacher Credentialing (the Commission) through each phase of establishing a panel.

REASONS FOR CONSULTING WITH PANELS

The staff consults with panels for three reasons. First, the staff does not always possess sufficient expertise to resolve all of the complex issues singularly. Second, as they consider policy options, staff members acquire valuable insights and perspectives from consulting with groups of persons whose views are varied and whose backgrounds are diverse. Third, stakeholders who are responsible for administering the commission's policies, and constituents who are affected by those policies, find the policies to be more acceptable if they (or their proxies) have been consulted while the policies were being formulated and considered.

ROLES AND RESPONSIBILITIES

The Executive Director may establish and appoint an advisory panel, task force, or design team when either staff or the Commission has determined that they require additional expertise, viewpoints or experiences to obtain further input in the formulation or resolution of a complex issue under consideration. Staff is responsible for summarizing the work and conclusions of any group, so appointed, in a report to the Executive Director.

DIVISION/PROGRAM RESPONSIBILITY

The division responsible for the panel shall consult with the Administration divisions within the Commission in the planning stages. The Administration divisions will assist and coordinate information for establishing a panel. This includes obtaining any rules and regulations regarding travel, conference costs, procurement of materials and supplies, contracts, and budget funding related to the panel meetings.

PANEL SELECTION

1. As directed by the Executive Director, staff shall solicit nominations from the appropriate organizations, institutions, agencies, individuals, and members of the public. Each organization, institution, and agency shall be strongly encouraged to submit more than one nominee. Nominators and nominees shall be informed that being nominated is not a guarantee of appointment to the panel in question.
2. The Executive Director shall send each nominee a written inquiry regarding the nominee's willingness to serve, background qualifications, and reasons for wishing to serve.

3. Under the Executive Director's direction, staff shall compile and evaluate information regarding the qualifications of nominees who have expressed a willingness to serve.
4. The Executive Director shall select panel members from the pool of nominees who are willing to serve, and shall appoint them to the panel.
5. Staff will notify the individuals appointed to serve on the panel by letter of invitation from the Executive Director. The letter will include such information as:
 - a. Project scope and limitations, tasks, deadlines and milestones
 - b. Responsibilities and expectations
 - c. Contact person
 - d. Beginning/end date of project

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**OFFICE OF THE EXECUTIVE DIRECTOR****Appendix C**

**APPLICATION FORM & NOMINATION PROCEDURE
 for Serving on an Advisory Work Group**

Please complete this form and attach your resumé, curriculum vitae, or any other documents that support your application (e.g., letters of recommendation). You must also include a completed Nomination Form (attached). Return your application materials to: Dr. Sam Swofford, California Commission on Teacher Credentialing, Sacramento, CA 95814. Please note that nomination to serve on an advisory work group does not guarantee selection. **Applications are due no later than xx/xx/2005.**

PART 1: General Educational Background and Experience

Name of Advisory Work Group that you are applying for:	
Name of Nominee (Include Dr., Mr., Ms):	
Nominated by: <input type="checkbox"/> Self <input type="checkbox"/> Other (indicate name of individual and agency or school nominator represents):	
School/Institution Name:	
School District Name (if applicable):	
School/District/Institution Address:	
Home Address:	
Preferred address for correspondence (check all that apply): <input type="checkbox"/> Home <input type="checkbox"/> Work	
Daytime phone:	Evening phone:
Fax Number:	Cell phone:
E-mail address (work)	E-mail address (home):
Current Position in Education (check all that apply): <input type="checkbox"/> Elementary Teacher <input type="checkbox"/> Secondary Teacher Elementary <input type="checkbox"/> Administrator <input type="checkbox"/> Secondary Administrator <input type="checkbox"/> College/University Educator <input type="checkbox"/> Other (describe below) _____	
Grade levels taught or administered currently, or within last 3 years (For K-12 educators—check all that apply): <input type="checkbox"/> K-3 <input type="checkbox"/> 4-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-12 (if checked, indicate secondary subjects taught below)	

<p>Teaching assignments or courses taught within last 3 years (For higher education faculty—check all that apply):</p> <p><input type="checkbox"/> Undergraduate (describe coursework taught):</p> <p><input type="checkbox"/> Graduate (describe coursework taught, outside of teacher preparation courses):</p> <p><input type="checkbox"/> Teacher preparation coursework taught:</p>					
<p>Total teaching experience (check all that apply and include years/dates of experience for each that you have checked):</p> <p><input type="checkbox"/> K-12 <input type="checkbox"/> College</p>					
<p>Highest level of education attained (include major or emphasis area for all boxes checked):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Bachelor's degree</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Master's degree</td> <td style="width: 33%; padding: 5px;"><input type="checkbox"/> Doctorate</td> </tr> </table>			<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Master's degree	<input type="checkbox"/> Doctorate
<input type="checkbox"/> Bachelor's degree	<input type="checkbox"/> Master's degree	<input type="checkbox"/> Doctorate			
<p>California teaching credentials held (check all that apply and include emphasis or added authorizations and year initially issued for all checked):</p> <p><input type="checkbox"/> Multiple subjects:</p> <p><input type="checkbox"/> Single subjects (list subject authorization/s):</p> <p><input type="checkbox"/> Pupil services credential (specify):</p> <p><input type="checkbox"/> Educational specialist credential (specify):</p> <p><input type="checkbox"/> Administrative services credential:</p> <p><input type="checkbox"/> Other:</p>					
<p>Professional organizations of which you are a member (please give full names—no acronyms):</p> 					
<p>Please describe any other professional or personal experiences or other background information that you believe will assist the Commission with the scope of work of this advisory group:</p> 					

PART 2: Bilingual Education Background and Expertise

Proficiency in languages other than English (check all that apply):

- | | | | | |
|---|-----------------------------------|------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> American Sign Language | <input type="checkbox"/> Armenian | <input type="checkbox"/> Cantonese | <input type="checkbox"/> Hmong | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Khmer or Cambodian | <input type="checkbox"/> Korean | <input type="checkbox"/> Laotian | <input type="checkbox"/> Mandarin | <input type="checkbox"/> Pilipino or Tagalog |
| <input type="checkbox"/> Portuguese | <input type="checkbox"/> Punjabi | <input type="checkbox"/> Spanish | <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Other/s |

(please list below):

For K-12 educators: Of those languages checked above, please indicate for which of these languages you hold a bilingual certificate, authorization or credential issued by the Commission on Teacher Credentialing (CTC). Please indicate the type of bilingual certificate or authorization you hold, and the year of initial issuance:

Please describe any other relevant experiences and or achievements that might support your application to the bilingual certification panel. This can include committee work, civic and policymaking activities, family and parenting experiences, curriculum development activities, research, publications, etc. If necessary, you may respond on a separate piece of paper and attach to this form.

