
4D

Information/Action

Professional Services Committee

Proposed Plan to Modify the Special Education Credentialing Requirements

Executive Summary: This report provides information and proposed actions regarding Education Specialist credentials. This item proposes procedures to add an English learner authorization to the current Education Specialist Credential. Further, this item proposes procedures to examine: a) methods to streamline the process of seeking professional level certification for an Education Specialist in addition to another basic credential; b) appropriate subject matter competence for Education Specialists; and c) the structure and requirements for the Special Education credentials.

Recommended Action: That the Commission approve procedures for adding an English learner authorization to the current Education Specialist credentials and approve the plans to examine professional level certification, subject matter competence, and the structure and requirements for Special Education credentials.

Presenter: Dr. Jan Jones Wadsworth, Consultant
Professional Services Division

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.

Proposed Plan to Modify the Special Education Credential Requirements

Introduction

At the April 4, 2006 Commission on Teacher Credentialing meeting, Commissioners were presented an agenda item which identified four proposed solutions to address key issues related to the current Special Education credential structure. The issue and related solutions are as follows:

1. English Learner (EL) Authorization

Proposed Solution:

The Commission could require all Education Specialist teacher preparation programs embed EL content in their programs and respond to the appropriate English learner-related Preliminary and Professional Level teacher preparation standards. Education Specialist programs would submit program amendments that include evidence of meeting these standards. Upon supplying the evidence and implementing the changes, programs would be authorized to recommend that graduates from these programs receive an EL authorization. Upon Commission direction, staff would return with an action plan describing how this process will be implemented at the next Commission meeting.

2. Professional Level Induction Program

Proposed Solution

The Commission could direct that voluntary stakeholder meetings be held at the Commission offices to review professional level credential issues. Staff would return to the Commission with policy recommendations based on the advice of the stakeholders.

3. Subject Matter Preparation

Proposed Solution

The Commission could direct staff to gather information about subject matter preparation issues from stakeholders and then return to the Commission with recommendations for further policy work in this area.

4. Review of the Special Education Credential Structure

Proposed Solution

The Commission could direct staff to further define strategies for policy work with interested stakeholders to determine whether the current structure for special education credentials continue to be the most appropriate to meet the needs of California's schools.

After discussion of the topic, the Commission directed staff to bring a specific plan for action to the May 31-June 1, 2006 meeting related to EL authorization and the Professional Level credential issues as well a long range plan for addressing Subject Matter Preparation and the review of the current special education credential structure. Following is a brief discussion of each of the four issues.

Issue 1: English Learner Authorization

The Commission supported the recommendation that all Education Specialist teacher preparation programs be required to embed EL content in their basic programs and respond to appropriate English learner-related Preliminary and Professional Standards. Staff was directed to return with an action plan describing how this will be implemented.

Proposed Commission Action:

That the Commission require all Education Specialist: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education program sponsors to submit program amendments to their current teacher preparation program that provide evidence of meeting the following standards:

Preliminary Level Credential

- Standard 7A, Preparation to Teach Reading-Language Arts, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*.
- Standard 13, Preparation To Teach English Learners, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*.

Professional Level Credential

- Standard 19, Teaching English Learners, as found in the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.

The complete standards are available in Appendix A.

Once the evidence has been reviewed by staff and approval notification has been given to the teacher preparation programs implementing these changes, graduates from these modified programs would receive an EL authorization that is included in their Education Specialist Credential.

Timeline:

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|---------------------|--|
| May31-June 1, 2006: | Action Proposal to Commission for approval of EL content program standards amendment |
| June 12, 2006: | Distribute Submission Guidelines for Education Specialist EL content program standards amendment |
| December 20, 2006: | Final submission deadline for current (as of June 1, 2006) approved Education Specialist teacher preparation programs EL content standards amendment |

Amendment review and approval will be ongoing as program documents are submitted.

Authorization approval implementation: As soon as the Commission staff has notified the Certification, Assignments and Waivers Division (CAW) that a program amendment has been approved, institutions may submit candidate applications for processing.

Issue 2: Professional Level Induction Program

Current Practices

Candidates who complete both the Preliminary Level I Education Specialist Credential and the Preliminary Multiple and/or Single Subject Credential teacher preparation program and work toward completion of the requirements for the Professional Clear Credential may experience redundancy with regards to implementation policies across program providers. With the implementation of SB 2042 for Multiple and Single Subject Credential preparation, candidates may have experienced this in either a BTSA Induction program or a university Level II program. Among the questions which need to be addressed are:

- Should an Educational Specialist candidate who also has a Multiple or Single Subject credential be required to complete two induction programs?
- What requirements should candidates who are earning more than one basic credential have to complete to “streamline” the credential process?
- Do candidates who are completing both an Education Specialist and Multiple or Single Subject credential at the same time need to demonstrate competence for Standard 20, “Teaching Special Populations” in the multiple or single subject induction preparation program?
- Do candidates who participate in the Beginning Teacher Support and Assessment (BTSA) Induction Programs for their “up to 25% non-university activities” need to demonstrate competency for BTSA requirements for the following standards in the Professional Teacher Induction Program?

Standard 16: Using Technology to Support Student Learning.

Standard 18: Creating a Supportive and Healthy Environment for Student Learning.

Standard 20: Teaching Special Populations

- Will Education Specialist candidates who have completed EL content in their Education Specialist teacher preparation program have to demonstrate EL competency in a Professional Teacher Induction Program if they are taking the coursework for both programs concurrently, or taking the Education Specialist then Multiple/Single Subject?
- Are BTSA Induction programs able to provide services for both types of credentials?
- How do the BTSA Induction and university teacher preparation programs work together in helping the candidate clear both credentials?
- May a candidate complete the Level II requirements for one credential, while teaching on the other?
- If a candidate holds both Preliminary credentials, how much full time teaching experience will allow the candidate to clear Level II for each credential?
- Are there portions of the Level II coursework that can be waived for persons seeking both credentials?

Proposed Commission Action

With these questions as starting points, the staff recommends the Commission direct that discussions be held with invited representatives from various stakeholders and Commission staff to review Professional Level issues. For example, the following stakeholder representatives would be invited to send representatives:

- Education Specialist teacher preparation program sponsors
- the California Association of Professors of Special Education (CAPSE)
- Beginning Teacher Support and Assessment (BTSA) Directors
- Cluster region directors representing the BTSA Leadership Team
- Internship Program Directors
- California Federation of Teachers (CFT)
- California Teachers Association (CTA)
- Association of California School Administrators (ACSA)
- K-12 Human Resources Personnel
- California Department of Education/Special Education Division
- Advisory Commission on Special Education

Timeline

May 31-June 1, 2006:	Action Proposal to Commission for approval
July 2006:	A two day discussion would be held at the Commission offices
September 2006:	A one day discussion would be held, if needed
November 30-December 1, 2006:	Staff would return to the Commission with policy recommendations based on the advice of the stakeholders

Issue 3: Subject Matter Preparation

Current Practices

Current Commission policy allows Education Specialist candidates to demonstrate subject matter knowledge by completing any Commission approved subject matter program or subject matter exam. The Education Specialist Credential authorizes the teaching of all subjects in the special education settings noted on the credential. No Child Left Behind (NCLB) and Individuals With Disabilities Improvement Act (IDEA) seem to require different subject matter competence for special education teachers than California credential requirements. The NCLB/IDEA subject matter requirement is tied to the specific classroom assignment of the teacher, for example, an elementary self-contained classroom or a secondary departmentalized classroom. Many employers report that this will make recruitment, hiring and assignment even more difficult than it is now. This appears to be most problematic at the middle school and secondary levels. Some employers and experts in special education report that there are ways to assign Education

Specialists that may achieve the goal of a “highly qualified” teacher in the content areas and provide instruction specific to those with disabilities.

Proposed Action:

That the Commission direct staff to gather information about subject matter preparation issues by:

- Sampling other states with regards to how they are addressing the Subject Matter issues related to Special Education Subject Matter compliance
- Holding discussions among invited representatives from various stakeholders and Commission staff to explore options for policy recommendations to meet compliance requirements for the Education Specialist Credential structure. For example, stakeholder representatives may be invited from among the groups identified in the action item related to professional level credential issues. In addition, other representatives who may be invited are from among:
 - the California Association of Resource Specialists and Special Education (CARS+)
 - the California Council for Exceptional Children (CEC)
 - the Special Education Local Planning Area (SELPA) Directors,
 - the Special Education Administrators of County Offices of Education (SEACO)
 - the Low Incidence Disability Advisory Committee (LIDAC)

Staff would then return to the Commission with recommendations for further policy work in this area.

Timeline

May 31-June 1, 2006: Action Proposal to Commission for approval

July-October 2006: Continue gathering related information about Subject Matter compliance from other states

July-November 2006: Hold a one or two day meeting with identified stakeholders to review the issues

January-February 2007: Provide an update to the Commission on the status of the IDEA regulations, findings from the survey of other states and potential State Board of Education related action. In addition, provide information to the Commission for policy development and implementation related to Education Specialist Subject Matter alignment

Issue 4: Review of the Current Special Education Credential Structure

Current Status

The Commission adopted the current structure and requirements for the Special Education Credentials in 1996. In 2001, the Commission adopted the current structure and requirements for the Multiple/Single Subject Credential. These types of basic credentials were defined with a two

level structure that includes a preliminary credential as the first level and the professional credential as the second level. Although there are many similarities, there are some significant differences.

Many changes have occurred in legislation, regulations and policy since the current Special Education credentials were approved and initially implemented. The requirements of these basic credentials have not been reviewed since that time to determine if the structure still meets the needs of California schools. Among the questions which need to be addressed are:

- Is the model for the special education credential structure developed in 1996 still appropriate?
- Do the current regulations/policies to meet subject matter competence for the special education credentials align with the subject matter for the new IDEA legislation?
- How do the current authorizations address the new models for service delivery under IDEA?
- Should a performance-based assessment be expected?
- Are there needed changes in the current Special Education Program Standards?
- Should the Education Specialist: Mild/Moderate Credential authorize teachers to serve children with autism in Mild/Moderate classroom settings?

Proposed Action:

While the Commission and the SBE are waiting for the IDEA regulations to be disseminated and the SBE determines whether further action will be necessary to meet compliance with “highly qualified special education teacher” requirements, it would be appropriate for the Commission staff to gather further information which would include the following:

- Examination of the impact of federal requirements on California certification of special education teachers
- Study of the structure and requirements for special education teachers in other states
- Conduct job analysis for special education credential holders
- Survey employers about current assignment practices regarding special education credential holders
- Convene a workgroup to review data gathered and make recommendations to the Commission of possible changes in the structure and requirements for special education credentials

Workgroup members would be selected based on the procedures adopted by the Commission drawing from the groups named in both the Professional Level Issues discussion as well as the Subject Matter Preparation discussion and may include other related stakeholders as identified such as representatives of the California Speech and Hearing Association (CSHA) and the California Association of Orientation and Mobility Specialists (CAOMS).

Proposed timeline:

May 31-June 1, 2006:

Action Proposal to Commission for approval

- July-November 2006: Continue gathering related background information about the current Special Education Credential structure from various sources
- November 30-December 1, 2006: Provide the Commission with a plan for selection of Special Education Workgroup members and an update regarding policy work associated with the Special Education credential issues
- February 2007: Provide recommendations to the Executive Director for approval of the Special Education Workgroup members
- March-September 2007: Hold three two day meetings with the Special Education Workgroup to review the issues
- September-October 2007: Provide an update to the Commission on the findings of the Special Education Workgroup and recommend further direction for policy development related to the structure of Special Education credentials, as appropriate

Appendix A

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 7: Preparation to Teach Reading-Language Arts

Program Standard 13: Preparation to Teach English Learners

Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Program Standard 19: Teaching English Learners

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

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.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

(ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

(iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities 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 to and achievement in the 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 and cultural backgrounds and experiences.

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.

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Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

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Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

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.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

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7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

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7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

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Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities 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 to and achievement in the 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

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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 and cultural backgrounds and experiences.

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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.

APPENDIX A

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.