
2H

Information

Professional Services Committee

Update on the Work of the English Learner Authorizations Advisory Panel

Executive Summary: At its April 2008 meeting, the Commission directed that an advisory panel be convened to review the range of English Learner authorizations and make recommendations to the Commission as appropriate to meeting the needs of English learners. This agenda item provides an update on the work of the panel.

Recommended Action: For information only

Presenter: Phyllis Jacobson, Ed.D.,
Administrator, 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 and performance of professional educators and for the accreditation of credential programs

October 2009

Update on the Work of the English Learner Authorizations Advisory Panel

Introduction

In February 2008, a stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach English learners. This discussion led to the development of an agenda item that was discussed by the Commission at its April 2008 meeting. At the April 2008 meeting, the Commission directed staff to convene an advisory panel to consider the range of English learner authorizations and make recommendations to the Commission as appropriate to meeting the needs of English learner students (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2E.pdf>), including looking at the possibility of establishing a new single subject credential in the teaching of English as a new language. The panel has met twice, in March and May 2009.

Background

A stakeholder meeting was held on February 21, 2008 to discuss how well the current credentialing structure for preparation to teach English learners works for beginning and veteran teachers, especially secondary level teachers, and their English learner students. Key stakeholders in the field of English learner instruction were invited to attend and asked to identify an official representative to express the stakeholder's official point of view on the issues.

At that meeting, participants discussed:

- data available on the structure of teacher credentialing and the progress of English learners in California's public schools in order to provide a framework for discussion;
- whether, from the perspective of participants, the current teacher preparation programs and induction programs in the area of teaching English learners are sufficient for beginning teachers to effectively meet the achievement goals of their English learner secondary students;
- whether the current staff development in the areas of teaching English learners is sufficient for experienced teachers at the secondary level to meet the achievement needs of their students;
- whether revisions to current preparation and/or additional pathways in the area of English learner instruction are needed in the area of preparation to teach English learners at the secondary level for beginning and/or for experienced teachers; and
- other views from the field on this subject that could serve to inform the Commission on future policy development in this area.

Two key common themes emerged from this discussion:

1. The need to determine how well-prepared teacher candidates are for teaching English Learners (EL) - Participants cited a variety of anecdotal evidence concerning whether both teacher candidates and beginning teachers are better trained or less well trained under SB 2042 with respect to their knowledge, skills and abilities relating to teaching English learners. Participants discussed evidence to support both sides of this question. However, most, if not all, participants supported the idea that the standards that govern SB 2042 teacher preparation programs and induction programs need to be reviewed to make sure that the standards were up to date and sufficient to prepare teacher candidates and beginning teachers in the area of EL.
2. The need for advanced level knowledge and training in areas not currently covered within the California Teachers of English Learners (CTEL) programs and examination - Participants felt that the new CTEL standards and programs are of high quality and appropriate for entry level beginning teachers of EL. However, participants also identified some important additional areas for advanced level training such as training in linguistics, academic literacy needs of beginning and intermediate English learners, and on the differential effects of various primary languages on the learning of English. This advanced level content is not presently part of the requirements for an existing credential.

To begin to address this issue, participants considered the concept of a new single subject credential in the area of teaching English as a new or world language. This concept generated significant discussion and support by participants, as expressed by the following general consensus:

- Beginning teachers have only a basic level of knowledge, skills and abilities relating to teaching English learners in the regular education classroom which may be insufficient to promote EL achievement. Beginning teachers as well as veteran teachers may need more intensive development and support in order to promote EL achievement.
- A lack of sufficient expertise relating to the teaching of EL across districts in the state results in a lack of experienced, trained support providers and mentors to effectively help beginning teachers grow and develop in the area of teaching EL.
- Insufficient high quality staff development is available in the area of teaching EL across districts in the state.
- Insufficient high quality data are available about EL achievement outcomes for classroom teachers to use for instructional improvement.

In the view of these stakeholders, a separate credential in the teaching of English as a new or world language could potentially meet all of these different staff development needs by eventually providing districts and/or schools with a cadre of highly trained English learner staff development providers, EL program directors, and other EL instructional support personnel. These same individuals could also provide models of effective classroom instruction to those EL students most in need of improvement. One stakeholder group in particular, the California Teachers of English to Speakers of Other Languages (CATESOL), had already submitted a proposal to the Commission requesting that the Commission develop a credential in teaching English as a new language as a single subject credential.

The English Learner Authorizations Advisory Panel

In order to look more closely at the issues raised by the April 2008 agenda item, the Commission directed staff to form an English Learner Authorizations Advisory Panel which would include representatives from key stakeholder groups. Staff developed an application that was publicized widely through the Commission's website, professional associations, the California Subject Matter Projects, and the Professional Services Division weekly e-news. The application process closed on December 15, 2008.

The twenty-one member English Learner Authorizations Advisory Panel (see Appendix A) was appointed by Executive Director Dale Janssen following a review of applications for the panel. The members were selected based on their expertise in English learner instruction and related issues. The panel membership represents diversity with respect to organizational affiliation, geographic region and credentials held.

Charge to the English Learner Authorizations Advisory Panel

The English Learner Authorizations Advisory Panel's charge is to review current research and findings in the field of English learner education in order to provide recommendations for the Commission's consideration in the following areas:

1. Teacher preparation for all teachers working with English learners:

- Where are the key gaps in EL student achievement in attaining proficiency in English?
- Is the set of knowledge, skills and abilities represented in the Crosscultural, Language, and Academic Development (CLAD) content specifications sufficient to meet teacher and student needs at the elementary and at the secondary levels?
 - If not, what additional knowledge, skills and abilities are needed?
 - Do these knowledge, skills and abilities differ with respect to elementary/secondary, or with respect to EL proficiency in English?
 - Are the additional knowledge, skills and abilities contained within any other set of Commission standards?
- How do the CLAD content specifications relate to other states' requirements for teachers of English learners, such as Teaching English to Speakers of Other Languages/English as a Second Language (TESOL/ESL) standards?

2. Teacher preparation for secondary level teachers working with English learners:

- Are single subject teacher candidates prepared to teach their specific content to English learners? If not, what additional preparation should they have in their credential program?

3. English as a New/World Language (ENL/EWL)

- What is the purpose and use of a credential in English as New/World Language as used in other states and in National Board Certification?
- How do the standards for ENL relate to the CLAD standards? to TESOL standards? to World Language standards?
- What is the relationship between ESL and ENL/EWL?
- Do other states give college-eligible standing to ENL/EWL courses?
- Should California consider a single subject credential in ENL/EWL?

First Panel Meeting, March 2009

The first meeting of the English Learner Authorizations Advisory Panel was held on March 11, 2009. At that meeting, the panel:

- Reviewed the charge for the work of the panel
- Reviewed the source documents and data discussed by attendees at the stakeholder meeting of February 2008
- Reviewed the sets of current standards for teacher preparation to teach English learners (i.e., CLAD, CTEL, and TESOL)
- Discussed a wide range of issues relating to the achievement of English learners, including how to help secondary level English learner students and teachers, what content might be lacking in the current sets of standards, what teacher support needs are there in the field for beginning and veteran teachers of English learners, and related items.

The panel members were deeply engaged in the day's discussions, and captured their thoughts in writing for sharing at the next meeting. Following the meeting, members provided additional source readings for the reflection and consideration of all panel members. These documents are listed in Appendix B, and represent current thinking in the field. Panel members read these documents prior to the second panel meeting with a focus on how the information related to the panel's scope of work.

Second Panel Meeting, May 2009

The English Learner Authorizations Advisory Panel held a second meeting on May 20, 2009. At this meeting, participants:

- Reviewed the written thoughts of panel members from the initial meeting
- Discussed and came to consensus on a set of core themes emerging from both the panel's discussions and the current research literature in the field
- Discussed credentialing options and structures reflecting these themes that could form the basis for recommendations to the Commission
- Discussed what should be in the report that will be developed for the Commission's consideration.

Panel members agreed that the range of research literature in the field was essentially consonant with the views held by panel members even though panel members came from a wide variety of backgrounds, including school districts, postsecondary institutions, professional organizations, and other key constituencies and stakeholders.

Next Steps

The third and final meeting of the English Learner Authorizations Advisory Panel will be held on October 8, 2009. At this meeting, panel members will conclude their discussion on a few remaining issues, review the draft set of recommendations, and come to consensus on the actual report and recommendations to be presented to the Commission in January 2010.

Appendix A
English Learner Authorizations Advisory Panel (2009)

Name	Grade Level	Affiliation
1. Irene Oropeza-Enriquez		CTC – Commissioner Liaison to the Panel
2. Elodia Ortega-Lampkin	Elementary	ACSA – Woodland Joint Unified School District
3. Magaly Lavadenz	IHE	AICCU – Loyola Marymount University
4. Pansy Ceballos	Administrator	CCSESA – Tulare County Office of Education
5. Myron Berkman	Secondary	CFT – Berkeley Unified
6. Robert Hidalgo	Administrator	CSBA – Rowland USD
7. Zulmara Cline	IHE	CSU – CSU Chancellor’s Office
8. Kathy Harris	Elementary	CTA – Shaefer Elementary School
9. Cheryl Forbes	IHE	UC – UC San Diego
10. Dorothea Bell	Elementary	Winters Joint Unified School District
11. Barbara Hernandez	Elementary	Orange Unified School District
12. Sharon Lazo-Nakamoto	Elementary	Long Beach Unified School District
13. Grace Lee	Elementary	Chino Valley Unified School District
14. Shirley Day	Secondary	Poway Unified School District
15. Amanda Kibler	Secondary	Stanford University/Charter School
16. Anthony Martinez	Secondary	Antelope Valley Union High School District
17. Maria Navarro	Secondary	San Francisco Unified School District
18. Duarte Silva	Secondary/IHE	California Foreign Language Project, UC President’s Office/Stanford Univ.
19. Nicole Naditz	Secondary	San Juan Unified School District
20. Linda Ventriglia-Navarrette	IHE	National University
21. Carol Anderson-Woo	Administrator	Tracy Unified School District

Appendix B

Reference Documents Reviewed by the Panel

Commission-adopted subject matter requirements relating to preparation to teach English learners

1. Language Other Than English subject matter requirements
2. California Teacher of English Learners subject matter requirements
3. Single Subject English subject matter requirements

The Commission's current authorizations for teaching English learners

1. English Learner Authorizations
2. Fingertip Facts for ELD Coursework

Other Related Standards

1. English as a New Language Standards
http://nbpts.org/userfiles/File/eaya_enl_standards.pdf or
http://nbpts.org/for_candidates/certificate_areas1?ID=13

Revised TESOL Standards:

1. http://www.tesol.org/s_tesol/sec_document.asp?CID=86&DID=10698

Information about the academic status of English learners

1. CELDT results
2. Demographic results of Teachers Providing Primary Language Instruction to English Learners Students
3. English Learners and Economic Impact Aid
4. "Shifting Landscape: Immigration Transforms Communities" by Lesli A. Maxwell (Education Week) - *(submitted by Kathy Harris)*

Preparing teachers for English learners

1. "Identifying Critical* Competencies for Teachers of English Learners" by Barbara Merino
(UC LMRI Newsletter, Vol. 16 No.4) - *(submitted by Magaly Lavadenz)*
2. "Listening to Teachers of English Language Learners" by Patricia Gandara, Julie Maxwell-Jolly & Anne Driscoll - *(submitted by Magaly Lavadenz)*

Instructional support for English learners

1. "Morphological Analysis: New Light On A Vital Reading Skill" by Nonie Lesaux - *(submitted by Claudia Lockwood)*
2. "Teaching English Language Learners: What the Research Does-and Does Not-Say" by Claude Goldenberg - *(submitted by Kathy Harris)*
3. "What Teachers Need to Know About Language" by Lily Wong Fillmore & Catherine E. Snow - *(submitted by Carol Woo-Anderson)*

Other Information

1. "A Possible Dream: Retaining California Teachers So All Students Learn" by Ken Futernick, Ph.D. - *(submitted by Pansy Ceballos)*
2. "Position Statement on the Status of, and Professional Equity for, the Field of Teaching English to Speakers of Other Languages" by TESOL - *(submitted by Magaly Lavadenz)*

3. Proposal for the Development of ESL Credential Submitted to the Commission
4. "Resource Needs for English Learners" by Patricia Gandara, Julie Maxwell-Jolly & Russel Rumberger (UC LMRI Newsletter, Vol. 17 No.3) - *(submitted by Magaly Lavadenz)*