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Information

Professional Services Committee

Further Discussion of Recommendations from the English Learner Authorizations Advisory Panel

Executive Summary: At the January and April 2010 Commission meetings, the report containing recommendations from the English Learner Authorizations Advisory Panel was discussed. The Commission directed staff to provide further information showing what a revised English Learner Authorization system might look like if the panel's recommendations were to be adopted. This agenda item provides a proposed revised English Learner Authorizations system based on the panel's recommendations.

Recommended Action: For information only

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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

August 2010

Further Discussion of Recommendations from 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 (EL). This discussion led to the development of an agenda item presented to the Commission at its April 2008 meeting during which 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 learners (<http://www.ctc.ca.gov/commission/agendas/2008-04/2008-04-2E.pdf>). Commission direction to staff included asking the panel to look at the possibility of establishing a new single subject credential in the teaching of English as a New Language in addition to looking at English learner authorizations.

The panel's report was presented initially to the Commission in January 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-01/2010-01-2F.pdf>) and was discussed further in April 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-04/2010-04-3B.pdf>). The Commission directed staff to bring back an agenda item showing what a revised English Learner Authorizations system might look like were the panel's recommendations to be adopted.

Background

Review of the charge to the English Learner Authorizations Advisory Panel

The charge to the English Learner Authorizations Advisory Panel was 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)/California Teacher of English Learner (CTEL) content specifications sufficient to meet teacher and student needs at the elementary and at the secondary levels?
- 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/EWL 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?

Review of the Panel’s Recommendations:

The panel made nine recommendations, as follows:

The first set of recommendations concerned the interrelated areas of the first two topics in the panel’s charge:

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

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

Panel Recommendation 1: The panel recommends that the SB 2042 Teacher Preparation and the Teacher Induction standards relating to the preparation of teachers to teach English learners be reviewed and updated/ revised as necessary to reflect current research and issues in the field, including a specific focus on “academic language” and “academic literacy” in the context of teaching English learners.

Panel Recommendation 2: The panel recommends that the Single Subject Teacher Preparation Program Standards be reviewed, updated and revised to reflect the need for single subject teachers to develop the knowledge, skills, and abilities necessary to successfully use Specially Designed Academic Instruction in English (SDAIE) strategies not only in general, but also as these strategies apply to the particular subject area of the credential.

Panel Recommendation 3: The panel recommends that the preparation standards for the Preliminary Administrative Services Credential be reviewed, updated and revised to assure that the content provided within preparation programs regarding English learners reflects current research and issues in the field, including but not limited to issues of “academic language,” “academic literacy,” program instructional models for EL students, EL student placement and course scheduling issues, and management of EL instructional programs to facilitate student learning.

Panel Recommendation 4: The panel recommends that preparation standards for Pupil Personnel Services credentials be reviewed, updated and revised to assure that the content provided within the preparation programs regarding English learners reflects current research and issues in the field relating to the needs of English learners and instructional programs for English learners to facilitate student growth and learning.

Panel Recommendation 5: The panel recommends that the EL authorization for single subject teachers should be limited to authorizing the holder to provide SDAIE instruction only and should not include an authorization to provide ELD.

Panel Recommendation 6: The panel recommends that further study be given to the issue of whether the EL authorization for multiple subject teachers should include both SDAIE and ELD.

Panel Recommendation 7: The panel recommends that further study be given to the issue of the possibility of establishing an advanced English Learner authorization in order to provide an instructional and a professional development resource to elementary and especially to secondary teacher, and potentially also to administrators, with respect to teaching English learners in the content areas.

The second set of panel recommendations concerned the third topic in the charge to the panel: English as a New/World Language.

Panel Recommendation 8: The panel recommends that the Commission discontinue the use of the terms “Languages Other Than English” (LOTE) and “Foreign Languages,” and use instead the term “World Languages.”

Panel Recommendation 9: The panel recommends that a credential in the area of English as a New Language, or English as a World Language, be developed, and that a panel of experts in the field be convened to develop subject matter competencies and program standards relating to this credential area.

In the interim between the panel’s work and the current time frame, several articles have appeared which underscore the panel’s conclusions and rationale for emphasizing the need to improve services in the area of ELD. For example, an article published in *Education Week* on May 27, 2010 entitled “Report Finds Long-Term ELLs Languishing in California Schools” highlights the fact that “...59 percent of English-language learners in secondary schools in the districts [40 California school districts] had been in U.S. schools for more than six years without reaching a sufficient level of English proficiency to be reclassified as fluent.” The report, produced by Californians Together, concludes that “So many English-learners have retained that classification for so long in California in part because many haven’t been placed in an English language development program at all or haven’t been given school curricula and materials designed for ELLs. When they’ve received special help to learn English, it’s often been through inconsistent programming.” It is important to note that other studies have also shown that a critical factor in increasing EL achievement is how well and how consistently the chosen instructional program model (whether bilingual education or another model) is implemented over time.

Proposed Revised English Learner Authorizations System

The discussion below describes what a revised English Learner Authorizations system might look like if all of the above recommendations were to be implemented. This system would be more responsive particularly to the needs of English learners to learn English for both academic and social usage in order to reduce the achievement gap between English learners and their English-primary language peers. The system would also address increased preparation of teachers for applying SDAIE strategies specifically within each of the content areas to improve services provided in English to English learners, especially at the secondary level. Tables 1A and 1B provide the current and the proposed EL authorization structure incorporating panel recommendations 5, 6, 7 and 9.

Table 1A: Current and Proposed EL Authorization Structure

Credential	Applicable Standards/Content	Current Authorization	Proposed Authorization	Panel Recommendation Reference
Multiple Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE [ELD?]*	6
Single Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE	5
Education Specialist	Education Specialist Preparation Standards (2009)	SDAIE ELD	SDAIE [ELD?] *	5
Designated Subjects	Career Technical Education and Adult Education Preparation Standards	SDAIE -	SDAIE SDAIE	5
CLAD (CTEL Program or exam)	CTEL (CLAD) program standards/examination content specifications (2005)	SDAIE ELD	SDAIE ELD	N/A

* At the April 2010 Commission meeting, a discussion was held about the panel's recommendation concerning potentially removing the ELD authorization from the multiple subject credential (this recommendation would also apply to the education specialist credential). The panel felt that taken as a whole, the SB 2042 teacher preparation program standards meet a minimum level of support for the SDAIE authorization for multiple subject teachers, but that these standards do not address sufficient knowledge, skills, and abilities to support an ELD authorization for candidates, and do not address ELD in a systematic or comprehensive manner. The panel's analysis of the standards was presented in the April 2010 agenda item. However, the panel was also sensitive to the situation of elementary schools where if the classroom teacher were not authorized to provide ELD services it might be more difficult to address the needs of English learners. The panel also recognized that elementary teachers spend a considerable part of the day in literacy-related instruction compared to secondary level teachers. For these reasons, the panel was not able to reach a recommendation concerning whether the ELD authorization should remain for an SB 2042-prepared teacher candidate and referred the issue to the Commission for further discussion and decision.

Table 1B: Proposed New English Learner Authorizations

Credential	Applicable Standards/Content	Would Authorize	Panel Recommendation Reference
Single Subject English as a World Language/ English Language Development	No current standards-new standards would need to be developed. Standards would reflect content from both the World Language and CLAD/CTEL	ELD	9
English Learner Specialist/Instructional Leader	No current standards-new standards would need to be developed modeled on other specialist program standards	SDAIE ELD	7

Tables 1A and 1B include the implementation of all of the panel’s recommendations except for Recommendation 8 concerning a change in terminology. However, in order to implement the proposed English Learner Authorization Structure outlined in these tables, a series of standards review, revisions, and/or new development would need to take place. The program standards for the English Learner Specialist/Instructional Leader would parallel those currently under development for both the Reading and Mathematics Instructional Leader/Specialist programs.

Table 2 below shows the sets of standards identified in Tables 1A and 1B which would be affected by implementing all of the panel’s recommendation. The table sequences the work that would need to be completed. The table also includes the next currently-scheduled review time frame, if applicable.

Table 2: Possible Sequence of Work

Standards	Review and/or Revisions Needed	Currently-Scheduled Review Time Frame
Single Subject English as a World Language/English Language Development	<ul style="list-style-type: none"> • Develop new standards • Develop new CSET examination 	N/A
CLAD/CTEL	<ul style="list-style-type: none"> • Review preparation standards with respect to sufficiency of preparation for ELD instruction of EL students • If necessary, review the CLAD program standards and the CTET examination item bank for item revision and/or addition with respect to preparation for ELD instruction of EL students 	2015-2016
Teacher Preparation Standards Education Specialist Preparation Standards	<ul style="list-style-type: none"> • Emphasize literacy preparation to meet linguistic needs of EL students if the ELD authorization is retained for MS and Education Specialist candidates • Review preparation within the MS, SS, 	2012-2013 (General Education) 2018-2019

Standards	Review and/or Revisions Needed	Currently-Scheduled Review Time Frame
Designated Subjects Preparation Standards (Panel Recommendations 1 and 2)	Education Specialist, and Designated Subjects (including Adult Education) preparation standards with respect to emphasizing effective ELD and content area instruction for EL students <ul style="list-style-type: none"> • Provide more preparation and emphasis on application of SDAIE strategies within each specific content area • Provide more preparation on how to teach the academic language and linguistic structures reflected within the student content standards in each specific academic content area 	(Education Specialist and Designated Subjects)
English Learner Specialist/Instructional Leader	<ul style="list-style-type: none"> • Develop new standards and authorization statement 	N/A
Preliminary Administrative Services Credential Program Standards (Panel Recommendation 3)	<ul style="list-style-type: none"> • Review preparation with respect to research and current best practices in the area of effective ELD and content area instruction for EL students • Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as SDAIE strategies; academic language and literacy; the role of the primary language, culture and community; EL student placement and course scheduling; consistency of EL instructional program for students across grades; and management of instructional programs for ELs to facilitate student learning 	2011-2012
Pupil Personnel Preparation Standards (Panel Recommendation 4)	<ul style="list-style-type: none"> • Review preparation within the standards with respect to research and current best practices in the area of effective ELD and content area instruction for EL students • Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as EL student placement and course scheduling; the role of the primary language, culture and community; and the consistency of EL instructional program placements for 	2012-2013

Standards	Review and/or Revisions Needed	Currently-Scheduled Review Time Frame
	students across grades to facilitate student learning	

Terminology Change

The panel recommendation to change the terminology of “Languages Other Than English” (LOTE) and “Foreign Language” to “World Language” would require changes in the wording of various Commission documents within both the CAW and the PSD divisions, as well as changes to the Commission website, the CSET Examinations titles, and the information pertaining to these examinations in the CSET bulletins and on the CSET website.

Next Steps

Staff is seeking direction from the Commission whether the Commission wishes to continue its discussion of the panel’s recommendations, and/or if the Commission would like staff to bring back any of the panel’s recommendations for action.

Appendix A

English Learner Authorizations Advisory Panel (2009)

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