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Information

Professional Services Committee

Update on the Work of the English Learner Authorizations Advisory Panel

Executive Summary: This agenda item provides an update on the work of the English Learner Authorizations Advisory Panel.

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 2011

Update on the Work of the English Learner Authorizations Advisory Panel

Introduction

This agenda item provides an update on the work of the English Learner (EL) Authorizations Advisory Panel, including a review of the charge to the panel (Appendix B).

Background

In February 2008, a stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach EL students. This discussion led to the development of an agenda item presented to the Commission at its April 2008 meeting. Following discussion, the Commission directed staff to convene an advisory panel to consider the range of EL 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 EL authorizations. In September-October 2010, the Commission adopted eight recommendations from the 2009 English Learner Authorizations Advisory Panel and directed staff to proceed with the work as outlined in Appendix C, Original Proposed Sequence of Work (2009) and Current Status (2011). (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>).

Membership of the English Learner Authorizations Advisory Panel

To begin implementation of the 'Proposed Sequence of Work', a new EL Authorizations Advisory Panel was formed. In November 2010, members of the original 2009 EL Advisory Panel who wished to continue on the panel were invited to return. Between December and February 2011, Commission staff advertised, received and reviewed applications to complete the membership of the advisory panel. All applications were reviewed for extensive experience providing educational services to English learner students, or preparing educators of EL students. In addition, the selection of panel members took into consideration factors such as geographic representation, distribution of experiences across elementary and secondary education, credentials held, and expertise with standards development and/or implementation. Pursuant to the Commission's policy manual, the Executive Director appointed members of the advisory panel and notifications were sent to each panel member in February 2011. The membership of the 2011 EL Authorizations Advisory Panel is presented in Appendix A; the list also identifies those members who participated on the prior 2009 EL Advisory Panel.

Update on the work of the English Learner Authorizations Advisory Panel

The charge to the 2011 EL Authorizations Advisory Panel is presented in Appendix B. The charge was developed based on the Proposed Sequence of Work approved by the Commission in 2010 (Appendix C). Appendix C now also shows the status of the panel's work to date. Appendix D provides an overview of the current EL Authorizations Structure and the revised EL Authorizations Structure adopted by the Commission in September-October 2010.

To date the panel has held three two–day meetings, in March, April and June, 2011. The panel’s initial task was to update and revise the set of Knowledge Skills and Abilities (KSAs) underlying the current California Teacher of English Learners (CTEL) examination and program standards. In order to prepare for the initial meeting, panel members were asked to review the current set of CTEL KSAs and to note where they felt the content should be updated or revised. These CTEL domains represent the current foundational set of competencies for a credentialed teacher to earn EL authorization to provide English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

During the first meeting (March 2011), panel members discussed their recommended edits and modifications to update the CTEL KSAs based on current information and recent research. Also informing this work were related sets of standards such as the California Subject Examinations for Teachers (CSET) World Language Subject Matter Requirements (SMRs), the National Standards for Teachers of English as a Second Language and the National Board standards for teachers of English as a New Language.

At its second meeting (April 2011), the panel finalized the draft KSAs for the CTEL Examination. The panel then heard an overview presentation about the credentialing process, the learning to teach continuum from subject matter preparation through teacher preparation and induction, the role of standards and the role of examinations owned by the Commission. This presentation helped prepare the panel for its next major task of addressing the new single subject credential for English Language Development (ELD).

At the beginning of its discussions regarding the new single subject credential, the panel had not yet determined what the name for this credential should be. A number of potential names had been used in panel documents as well as in prior agenda items, such as “English as a New Language (ENL),” English as a World Language (EWL),” and “World Language: English Language Development.” As time and panel work have progressed, the panel has come to consistently use the name “World Language: English Language Development (ELD)” for the new single subject credential. That term is used throughout the remainder of this agenda item. Some of the older terms may still appear in historical documents associated with the panel such as Appendix B, where the original charge to the panel as approved by the Commission is presented, and Appendix C, where the original scope of work for the panel is provided along with an update on the current status of the panel’s work.

The work involved in developing this new credential includes identifying the set of subject matter knowledge, skills and abilities that a credential holder should have prior to entering teacher preparation. The panel began drafting potential domains and subdomains for the new World Language: ELD Subject Matter Requirements (SMRs), with the specific competency statements for each subdomain to be provided for their future discussion and revision.

Prior to the June 2011 meeting, staff provided additional clarification on the relationship of SMRs (content) to teacher preparation (pedagogy) (Appendix E). Staff populated the panel-reviewed subdomains with subject matter competency statements from relevant sets of standards and provided them to panel members for initial review in a secure web environment. Panel members were asked to provide preliminary feedback to maximize the panel’s discussion time in June.

During the third meeting (June 2011), panelists reviewed draft SMRs for the new Single Subject World Language: ELD credential including proposed domains, subdomains and SMR competency statements. As part of the panel's deliberations, members identified SMRs that seemed to be more appropriate for pedagogy addressed in teacher preparation or more applicable to an advanced level of knowledge appropriate for an EL specialist teaching credential. The panel suggestions were recorded and held for future panel work relative to those authorizations.

Between the June and August meetings, a secure WebEx meeting was facilitated by Pearson staff to allow panel members to review the recommended changes to the Single Subject World Language: ELD credential SMRs made at the June meeting. This process will facilitate the panel's reaching final consensus at the August 2011 meeting so that the SMRs can proceed to bias review and content validation.

A web page (<http://www.ctc.ca.gov/educator-prep/ELA-panel.html>) has been established for the panel to share agendas and information relevant to their work. All the research articles and public documents read and discussed by the panel are listed here as well as agendas from each meeting.

Discussion of Issues Related to the Panel's Work

The Panel members also considered the issue of what the new Single Subject World Language: ELD credential should authorize. In order to allow maximum flexibility to employers and credential holders for employment and assignment purposes, the panel has developed SMRs that would be appropriate for teaching ELD within the World Language department, as well as ELD and English within the English department. The panel recommends to the Commission that the new credential should authorize the holder to teach ELD as a World Language, as well as English, as well as provide ELD and SDAIE instruction. Therefore, the SMRs will be expanded to support the dual subject area authorizations of English and ELD as a World Language.

Panel members and staff find that the scope of the work in terms of making recommended modifications to a large number of preparation standards may be beyond the ability of the panel to complete within the six currently scheduled meetings. In order to maximize the effectiveness of the panel's efforts priority is being given to (a) reviewing the Multiple and Single Subject and the Education Specialist teaching credentials and induction standards for appropriate EL instructional content as well as (b) addressing the development of the new EL Specialist Credential.

Next Steps

There are 3 scheduled meetings remaining in 2011, August, September and October.

In August the panel will review and finalize the draft Single Subject World Language: ELD SMRs for the bias review and the content validation study. The panel will then begin to review and recommend possible revisions to the Multiple and Single Subject teaching credential standards and develop the Teaching Performance Expectations for the new Single Subject World Language: English Language Development Credential. Panelists will also review and recommend possible revisions to the Education Specialist teaching credentials and induction standards for the preliminary and clear teaching credentials for future consideration. Panel

members will draft recommendations for these sets of standards as they relate to improving preparation of teachers to provide ELD and/or SDAIE instruction to English learners.

In September, panel members will finalize their work on teaching credential and induction standards and begin developing standards for the new English Learner Specialist Teaching Credential. This work will continue into the October meeting and, time permitting, the panel will also review the Designated Subjects, Administrative and PPS standards as they relate to preparation for supporting EL students, programs, and families.

Appendix A

English Learner Authorizations Advisory Panel (2011)

Panel Members	Affiliation
1. Marianna Vinson	ACSA – San Jacinto Unified School District
2. Magaly Lavadenz*	AICCU – Loyola Marymount University
3. Maggie Beddow	CATESOL – CSU Sacramento
4. Pansy Ceballos*	CCSESA – Tulare County Office of Education
5. Myron Berkman*	CFT – Berkeley High School
6. Jose Moreno	CSBA – Anaheim City School District
7. Zulmara Cline*	CSU – CSU Chancellor’s Office
8. Blanca Anderson	CTA – Red Bluff Union Elementary School District
9. Cheryl Forbes*	UC – UC San Diego
10. Carol Anderson-Woo*	Tracy Joint Unified School District
11. George Bunch	UC Santa Cruz
12. Shirley Day*	Poway Unified School District
13. Patty Dineen-Wehn	Sonoma County Office of Education
14. Janet Eyring	CSU Fullerton
15. Elizabeth Fralicks	Fresno Unified School District
16. Barbara Hernandez*	Orange Unified School District
17. Sharon Lazo-Nakamoto*	Long Beach Unified School District
18. Grace Lee*	Chino Valley Unified School District
19. Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
20. Anthony J. Martinez*	Antelope Valley UHSD
21. Devra Miller	San Mateo Union High School District
22. Nicole Naditz *	San Juan Unified School District
23. Magdalena Ruz Gonzalez	Los Angeles County Office of Education
24. Duarte M. Silva*	Stanford University
25. Linda Ventriglia-Navarrette*	National University

** indicates returning panel member from the 2009 English Learner Authorizations Advisory Panel*

Liaisons to the Panel	Affiliation
1. Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
2. Dianna Gutierrez	California Department of Education

Commission Staff to the Panel	Division
1. Lourdes Aguirre	Certification, Assignment and Waivers
2. Paula Jacobs	Professional Services
3. Phyllis Jacobson	Professional Services
4. Claudia Lockwood	Professional Services
5. Roxann Purdue	Certification, Assignment and Waivers

Appendix B

Charge to the English Learner Authorizations Advisory Panel

The English Learner Authorizations Advisory Panel is charged with the following with respect to:

English Learner Authorization for Current Credential Holders (CTEL/CLAD)

- Review the current exam specifications based on current research of ELD and SDAIE instruction of English learners; focus on preparation in the areas of “academic language” and “academic literacy.” Use this information to inform the tasks identified below.

Teaching Credentials

- Identify appropriate content for new subject matter program standards and exam specifications for a new single subject credential in English language development (ELD) for English Learners.
- Identify language addressing content specific pedagogy for the new Single Subject: World Language- English Language Development credential: Program Standard 8B and the Content Specific Pedagogy TPE 1.
- Review the current teacher preparation and teacher induction standards relating to the preparation of teachers to provide ELD and/or SDAIE instruction to English learners and make recommendations for revision and/or updating of current program standards for teaching credentials authorizing ELD and/or SDAIE
 - Multiple Subject and Education Specialist Standards and Teacher Induction Standards (ELD and SDAIE)
 - Single Subject and Designated Subjects Standards (SDAIE only)

Services Credentials

- Review the standards and make recommendations for revision and/or updating to assure that the content provided within the appropriate preparation program reflects current research and addresses issues in the field regarding English learners, including but not limited to the following:

Preliminary Administrative

- management of EL instructional programs to facilitate student learning,
- assessment and accountability,
- curriculum and instruction for academic language and academic literacy,
- implementation of EL program instructional models, and
- issues and concerns of EL student placement and course scheduling.

Pupil Personnel Services

- assessment of English learners,
- academic language and academic literacy,
- EL program instructional models, and
- issues and concerns of EL student placement and course scheduling.

The recommendations related to the Services preparation programs will be provided to the appropriate advisory panel for consideration as the standards are reviewed and updated.

Specialist Credential

- Identify appropriate content and develop draft program standards for a specialist teaching credential in English Learner Education.

Appendix C

Original Proposed Sequence of Work (2009) and Current Status (2011)

Area of Work (Panel Recommendation Number)	Review and/or Revisions Needed	Currently-Scheduled Time Frame	Current Status of Work
CLAD/CTEL Program Standards and Examination (Recommendation 2)	<ul style="list-style-type: none"> • Review preparation standards with respect to sufficiency of preparation for ELD instruction of EL students • If necessary, based on the results of the review, revise the CLAD program standards and the CTEL examination KSAs and retain for possible revision and/or addition with respect to preparation for ELD instruction of EL students 	2015-2016	Completed: CTEL KSAs have been revised and updated
Single Subject English as a World Language/English Language Development Credential (Recommendation 8)	<ul style="list-style-type: none"> • Review current California preparation standards: 2042, CTEL, World Language • Review other professional standards for similar areas: TESOL, National Board Standards • Develop new standards • Develop new CSET examination 	N/A	In Progress: Draft ELD Subject Matter Requirements (SMRs) are ready for content validation
Teacher Preparation Standards: Multiple Subject and Ed Specialist (Recommendation 1)	<ul style="list-style-type: none"> • Review current preparation standards with respect to emphasizing effective ELD and content area instruction (SDAIE) for EL students • Emphasize literacy preparation to meet linguistic needs of EL students with respect to ELD Amplify the standards to include SDAIE strategies including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2012-2013 (General Education) 2018-2019 (Education Specialist)	Scheduled to begin at the August 2011 Panel Meeting

Area of Work (Panel Recommendation Number)	Review and/or Revisions Needed	Currently-Scheduled Time Frame	Current Status of Work
Teacher Preparation Standards: Single Subject (Recommendation 2)	<ul style="list-style-type: none"> • Review preparation standards with respect to emphasizing effective content area instruction for EL students including sufficient ELD to support the effective implementation of SDAIE. • Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2012-2013 (General Education)	Scheduled to begin at the August 2011 Panel Meeting
Teacher Preparation Standards: Designated Subjects (Recommendation 1)	<ul style="list-style-type: none"> • Amplify the standards to include SDAIE strategies in each specific content area including how to teach the academic language and linguistic structures reflected within the academic content standards. 	2019-2020 (Designated Subjects)	Scheduled to begin at the September 2011 Panel Meeting*
Change terminology to “World Languages (Recommendation 7)	<ul style="list-style-type: none"> • Review CTC usage of “LOTE” and “Foreign Language” terminology for appropriate terminology changes and mechanisms (includes PSD, CAW, and Exams usages) 	N/A	In Progress: Documents are beginning to transition to using the new terminology
Preliminary Administrative Services Credential Program Standards (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 to enable candidates to be effective instructional leaders for all teachers and 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 	2011-2012	Scheduled to begin at the September 2011 Panel Meeting

Area of Work (Panel Recommendation Number)	Review and/or Revisions Needed	Currently-Scheduled Time Frame	Current Status of Work
	students across grades; and management of instructional programs for ELs to facilitate student learning		
Pupil Personnel Preparation Standards (Recommendation 4)	<ul style="list-style-type: none"> • 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 students across grades to facilitate student learning 	2011-2012	Scheduled to begin at the September 2011 Panel Meeting*
English Learner Specialist/ Instructional Leader (Recommendation 6)	<ul style="list-style-type: none"> • No current standards • New standards to be developed would parallel the structure of other specialist program standards 	N/A	Scheduled to begin at the September 2011 Panel Meeting

** The panel may not be able within its current time frame to address these standards.*

Appendix D

Revised English Learner Authorizations Structure

The table below shows the current English Learner Authorizations structure and the future (revised) structure adopted by the Commission. The revised structure is more responsive to the needs of English learners to learn English for both academic and social purposes. The system also addresses increased preparation of teachers for applying SDAIE strategies within each of the content areas to improve services provided in English to English learners, especially at the secondary level.

Revised English Learner Authorizations Structure

Credential	Applicable Standards/Content	EL Authorization	
		Current	Revised
Multiple Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE ELD
Single Subject	SB 2042 Multiple and Single Subject Teacher Preparation Standards (2001, rev. 2009)	SDAIE ELD	SDAIE
Education Specialist	Education Specialist Preparation Standards (2009)	SDAIE ELD	SDAIE ELD
Designated Subjects	Career Technical Education and Adult Education Preparation Standards	SDAIE	SDAIE
CLAD (CTEL Program or exam)	CTEL (CLAD) program standards/examination content specifications (2005)	SDAIE ELD	SDAIE ELD
Single Subject English as a World Language/ English Language Development	New standards developed by the 2011 EL Authorizations Advisory Panel	N/A	SDAIE ELD
English Learner Specialist/Instructional Leader	New standards to be developed by the 2011 EL Authorizations Advisory Panel modeled on other specialist program standards	NA	SDAIE ELD

Appendix E

Demonstration of Subject Matter Competence within the Teacher Preparation Sequence

This chart shows the typical sequence of events for an undergraduate student who wants to become a teacher. The undergraduate program is typically four years long and the teacher preparation program must be able to be completed in one year or the equivalent of graduate study.

Students in an undergraduate “blended” program will experience a combination of undergraduate subject matter preparation and teacher preparation within a four- to five-year program sequence.

There are many other requirements for earning a credential; this chart only focuses on the relationship between subject matter preparation and pedagogical preparation.

