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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

October 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. This item was originally on the agenda for the August 2011 meeting but was postponed to the October 2011 meeting. The text of the item has been updated to include information from the August and the September 2011 Advisory Panel meetings.

Background

In February 2008, a stakeholder meeting was held to discuss the current credentialing system as it relates to preparation to teach students who are English Learners. 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 the preparation of individuals to teach ELs, 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 reviewing both EL teacher preparation and 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 (2011)

To begin implementation of the 'Proposed Sequence of Work', a new EL Authorizations Advisory Panel (Appendix A) 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 also provides the current status of the panel's work. A web page (<http://www.ctc.ca.gov/educator-prep/ELA-panel.html>) was 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.

To date the panel has held five two-day meetings, in March, April, June, August and September 2011. The panel's initial task was to review and update 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 an 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 World Language single subject credential for English Language Development (ELD).

At the beginning of its discussions regarding the new single subject credential area within World Languages, the panel had not yet discussed 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 content area within the World Language single subject 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). 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 Instructional Leadership Specialist 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 draft SMRs made at the June meeting. This process facilitated the panel's reaching final consensus at the August 2011 meeting so that the SMRs could proceed to bias review and content validation.

During the panel's fourth meeting, in August 2011, the panel:

- a) finalized the draft SMRs for the new ELD credential following input received from the Bias Review Committee;
- b) discussed the test structure for the new CSET examination in World Language: English Language Development;
- c) developed Preconditions for new single subject matter programs in World Language: ELD;
- d) made suggested modifications, revisions, and/or updates to the current Multiple and Single Subject Teacher Preparation Standards;
- e) developed a new Teacher Preparation Standard 8B (n) to accommodate the new World Language: ELD single subject content area; and
- f) worked on a draft of the panel's introduction to the new ELD Subject Matter Program Standards Handbook for potential program sponsors.

The panel's fifth meeting, in September 2011, was devoted to developing draft program standards for the new English Learner Instructional Leadership Specialist Credential and to finalizing recommended modifications, revisions, and/or updates to the current Induction, Clear Credential, Education Specialist, Administrative Services, and Pupil Personnel Services Program Standards.

Table 1: Overview of English Learner Authorizations Advisory Panel Work

Work Related to Preparation for Working with English Learners	What the Panel Did	Agenda Items		Notes
		Information	Action	
Authorizations Structure for Serving English Learners	Developed a revised Authorizations Structure with respect to the English Language Development authorization	October 2011	November 2011	Approval would start the Title 5 regulations process for the ELD authorization statement for Multiple and Single Subject teachers and Education Specialists
New Single Subject content area within the World Language Credential for English Language Development	<ul style="list-style-type: none"> Developed Subject Matter Requirements for a new CSET Single Subject World Language: ELD examination 	November 2011	December 2011	Once SMRS are adopted, work would begin on development of the new CSET: World Language: ELD examination; potential program sponsors would be notified of the new program standards
	<ul style="list-style-type: none"> Developed Subject Matter Preconditions and Program Standards for the program route to meeting subject matter competence 	November 2011	December 2011	
	<ul style="list-style-type: none"> Developed the test structure for the new CSET Single Subject World Language: ELD examination 	December 2011	January 2012	
Review of English Learner-related content of all Educator Preparation Standards:	<p>Recommended updates/modifications to current standards to better prepare credential holders to work with English Learners</p> <ul style="list-style-type: none"> Multiple/Single Subject (including a new Single Subject Standard 8B (n) and TPE1 to reflect the content area of ELD) Education Specialist Induction/Clear Administrative Services Pupil Personnel Services CTEL Knowledge, Skills and Abilities (KSAs) 	November 2011		Further action dependent on Commission discussion and direction
English Learner Instructional Leadership Specialist Credential	Developed Preconditions and Program Standards for a new English Learner Instructional Leadership Specialist Credential	March 2012	April 2012	Action by the Commission would start the Title 5 regulations process for the new EL Specialist Credential

Table 1 summarizes the panel's work as it relates to preparation to teach and/or work with English Learners and indicates when each aspect of the panel's work will be presented to the Commission in future agenda items.

Upcoming Panel work: There is one scheduled panel meeting remaining in October 2011. At that meeting the panel will review the results from the Content Validation Study of the World Language: ELD draft Subject Matter Requirements, finalize the draft program standards for the new English Learner Instructional Leadership Specialist Credential, and conclude work on any remaining items from the panel's original charge.

Following this meeting, staff will conduct a field review of the draft English Learner Instructional Leadership Specialist Credential program standards to assure that these standards reflect the range of appropriate knowledge, skills, and abilities needed by an English Learner Instructional Leadership Specialist.

The panel will need one additional meeting, likely in March or April 2012, in order to review the results from the field review of the new English Learner Instructional Leadership Specialist Credential standards and finalize the draft of these standards for presentation to the Commission for consideration and possible adoption.

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 (2011)

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)	Review and/or Revisions Needed	Previously-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 currently undergoing content validation
Teacher Preparation Standards: Multiple Subject and Ed Specialist and Clear/Induction Standards (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)	Completed Draft recommendations developed in August 2011 and finalized in September 2011
Teacher Preparation Standards:	<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 	2012-2013 (General Education)	Completed Draft recommendations developed in August

Area of Work (Panel Recommendation)	Review and/or Revisions Needed	Previously-Scheduled Time Frame	Current Status of Work
Single Subject (Recommendation 2)	SDAIE. <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. 		2011 and finalized in September 2011
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)	Completed September 2011
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 students across grades; and management of instructional programs for ELs to facilitate student learning 	2011-2012	Completed September 2011
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 	2011-2012	Completed September 2011

Area of Work (Panel Recommendation)	Review and/or Revisions Needed	Previously- Scheduled Time Frame	Current Status of Work
	community; and the consistency of EL instructional program placements for students across grades to facilitate student learning		
English Learner Instructional Leadership Specialist Credential (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	In progress Work began at the September 2011 Panel Meeting