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## Action

*Professional Services Committee*

### Adoption of a Revised English Learner Authorizations Structure

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**Executive Summary:** This agenda item provides a revised English Learner Authorization Structure for potential adoption by the Commission.

**Recommended Action:** Staff recommends that the Commission adopt the revised English Learner Authorizations Structure.

**Presenters:** Phyllis Jacobson, and Paula Jacobs, Consultants, 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

November 2011

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# Adoption of a Revised English Learner Authorizations Structure

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## Introduction

This agenda item proposes a revision to the previously-adopted English Learner Authorizations structure for adoption by the Commission.

## Background

The English Learner Authorizations Advisory Panel has been meeting during 2011 to address improvements in the preparation of educators of English learners in the public schools. The panel has made several reports to the Commission, including September-October 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>) and October 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3F.pdf> and <http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3G.pdf>).

At the October 2011 Commission meeting, the EL Authorizations Advisory Panel recommended to the Commission that a slight modification be made to the English Learner Authorizations Structure previously adopted by the Commission in September 2010. At that time, the Commission had taken action to adopt the recommendation made by the 2009 EL panel to remove the English Language Development (ELD) authorization only for single subject candidates, and to retain the full ELD authorization for multiple subject candidates (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>; and <http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-minutes.pdf>).

The EL Authorizations Structure adopted by the Commission in 2010 is shown in Table 1 below.

**Table 1: English Learner Authorizations Structure Adopted in 2010**

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
CTEL Program or exam	CTEL (CLAD) program standards/examination content specifications (2005)	SDAIE ELD	SDAIE ELD

Credential	Applicable Standards/Content	EL Authorization	
		Current	Revised
<i>Single Subject English as a World Language/ English Language Development</i>	<i>New standards developed by the 2011 EL Authorizations Advisory Panel</i>	<i>N/A</i>	<i>SDAIE ELD</i>
<i>English Learner Specialist/Instructional Leader</i>	<i>New standards to be developed by the 2011 EL Authorizations Advisory Panel modeled on other specialist program standards</i>	<i>NA</i>	<i>SDAIE ELD</i>

*Italic indicate proposed credentials and authorizations*

As presented in the information item at the October 2011 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3G.pdf>), the 2011 EL Advisory Panel believes the 2010 revision may be too severe with respect to single subject candidates and too encompassing with respect to multiple subject candidates by continuing to authorize the instructional settings of departmentalized ELD for multiple subject candidates.

Therefore, the following modification is presented to the Commission for adoption. This modification would retain an ELD authorization for Single Subject teachers as well as for Multiple Subject teachers, but would restrict the ELD authorization for both Multiple and Single Subject teachers to the content area(s) of the underlying basic credential. Thus, Single Subject teachers of Chemistry, for example, would be authorized to provide ELD instruction with respect to the content area of Chemistry, but would not be authorized to provide ELD instruction as a separate content area in a departmentalized setting. Multiple Subject teachers would be authorized to provide ELD instruction in self-contained and core settings authorized by the prerequisite credential but not as a separate content area in a departmentalized setting.

The proposed, revised 2011 English Learner Authorizations Structure presented for adoption by the Commission is shown below.

**Table 2: Proposed English Learner Authorizations Structure**

EL Authorization Route	Proposed Scope of the EL Authorization
SB 2042 Multiple Subject preparation program	<i>SDAIE and ELD in self-contained and core settings</i>
SB 2042 Single Subject preparation program	<i>SDAIE and ELD within the content area(s) authorized on the credential</i>
Education Specialist with AB 1059 authorization	<i>SDAIE and ELD in self-contained or departmentalized settings for special education students with disabilities authorized by their credential and authorizations</i>
CLAD Certificate (Multiple Subject, Single Subject, and Education Specialist)	SDAIE and ELD in the grade levels, subjects and settings authorized by the prerequisite teaching credential and ELD as a separate departmentalized content area in grades Pre-K-12 and for adults

<b>EL Authorization Route</b>	<b>Proposed Scope of the EL Authorization</b>
<i>Single Subject World Language: English Language Development Credential</i>	<i>SDAIE and ELD in departmentalized settings</i>
<i>English Learner Specialist/Instructional Leader</i>	<i>SDAIE and ELD in departmentalized settings</i>

*Italics indicate proposed credentials and authorizations*

A supporting rationale for this revised recommendation may be found in current statute and in expressed legislative intent. Since the authorization to provide SDAIE services is clearly tied in statute to the teacher’s underlying prerequisite credential, it would be consistent with legislative intent and with the mission of meeting the needs of all of California’s diverse students that the ELD authorization provided through SB 2042 teacher preparation programs also be tied to the teacher’s underlying prerequisite credential.

The proposed EL authorizations structure would be consistent with the scope of preparation to teach English learners provided within SB 2042 teacher preparation programs. SB 2042-prepared multiple subject teachers would be authorized to provide SDAIE and ELD in their self-contained classrooms. SB 2042-prepared single subject teachers would be authorized to provide SDAIE and ELD in their specific content areas to English learners.

Consistent with long-standing Commission policy, if the Commission adopts the proposed revised English Learner Authorizations Structure, all current holders of a valid California credential and those earning a California credential authorizing English learner services until the cutoff transition date established by the Commission would retain an English learner authorization with the same scope and content that is currently issued for as long as they hold their valid California credential.

In departmentalized settings, there would still be a considerable pool of teachers eligible to provide unrestricted ELD services. This pool would include but not be limited to teachers with a SB 2042 multiple or single subject credential or with an Education Specialist credential that carries an EL authorization earned prior to the transition cutoff date, holders of a CLAD Certificate earned through a program or through the CTEL examination, and teachers with the new Single Subject World Language: ELD Credential.

**Staff Recommendation**

Staff and the English Learner Authorizations Advisory Panel recommend that the Commission adopt the revised 2011 English Learner Authorizations Structure as presented in Table 2 of this agenda item.

**Next Steps**

If the Commission adopts the revised Authorization Structure, staff will begin the regulatory process to implement the revised authorizations for teachers prepared in the future. As part of the regulatory process, specific dates will be identified when the candidates completing the program will earn the revised authorization rather than the current authorization.

## 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