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# 5B

## 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.

**Policy Question:** Should the Commission modify the current English Learner Authorizations structure to more closely reflect the preparation to teach English learners provided during preliminary teacher preparation?

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

**Presenters:** Phyllis Jacobson and Paula Jacobs, Consultants, Professional Services Division; Roxann Purdue, Assistant Consultant, Certification, Assignment and Waivers 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

December 2011

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# Adoption of a Revised English Learner Authorizations Structure

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## Introduction

This agenda item proposes revisions to the previously-adopted English Learner Authorizations structure for adoption by the Commission. The focus of these revisions is to align the authorization structure with the preparation received by beginning teachers and is based on the following rationale:

- The English Learner Authorizations Advisory panel (2009) determined that current teacher preparation is not sufficient to support a departmentalized authorization for English Language Development for either multiple or single subject teachers.
- The EL panel proposes that the authorization for providing English Language Development be limited to instruction that occurs within the scope of the teacher's basic credential authorization, as is consistent with the level of preparation provided by multiple subject, single subject, and Education Specialist teacher preparation programs.
- The EL panel determined that English Language Development represents a separate discipline that should have its own single subject credential within the World Language content area. The Commission has approved this recommendation and directed the EL panel to develop the subject matter content needed to underlie this credential.

The practical implications of these revisions would be to:

1. Establish a new single subject World Language: ELD authorization that would authorize the holder to provide English Language Development within departmentalized settings.
2. Retain the Specially Designed Academic Instruction in English (SDAIE) authorization for multiple subject, single subject, and Education Specialist teachers
3. Limit the authorization for providing English Language Development instruction for a multiple subject teacher to students in a self-contained or core classroom setting.
4. Limit the authorization for providing English Language Development instruction for a single subject teacher to students in a departmentalized class in the subject and grade authorized by the basic credential.
5. Limit the authorization for providing English Language Development instruction for an Education Specialist teacher to students with special needs in the full continuum of placement options indicated in students' Individual Education Program (IEP) and in alignment with the disability categories authorized by the teacher's credential and authorizations.

## **Concepts in Context: Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD)**

SDAIE refers to a teaching methodology rather than to a body of content. Within SDAIE methodology, a classroom teacher uses English in a content classroom in such a way as to make the content more accessible to a student who is not fully proficient in English. What is often not understood about SDAIE, however, is that in order to progress to a point where they will no longer need SDAIE strategies, English learners need a wide range of opportunities, supports, and instruction to develop the academic language and literacy associated with mainstream content instruction in English.

English Language Development, or ELD, represents systematic, explicit instruction designed to help English learners move along a continuum of English language proficiency, including the development of academic language and literacy. ELD is based on a significant body of content preparation. English learners are required to receive daily ELD instruction until they are redesignated as fluent English proficient.

ELD must also be understood in context, however. There are, in effect, "two axes" to ELD. For illustrative purposes, one may be called the "vertical" axis and the other the "horizontal" axis. Departmentalized ELD may be considered as the "vertical" axis and is delivered as a separate and distinct discipline that follows a developmental scope and sequence of language skills within functional contexts. It is typically organized by level of English proficiency, and the ultimate goal of ELD is for students to develop full English language proficiency for both academic and social purposes.

In contrast to "vertical" ELD, "horizontal" ELD refers to the opportunities, support, and instruction provided within a content-area classroom for the development of English learners' English language and literacy related to that content. The term "horizontal" is used in this context to describe the use of ELD across content areas to ensure that students are developing language and literacy as they are learning the target content. In this context, ELD is continuously developed across all subject areas by the content area teachers to help students in the particular classroom access the core academic curriculum and support the development of full academic language proficiency.

### **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>).

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>

*Italics 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 modifications are presented to the Commission for adoption. The modifications would restrict the ELD authorization for multiple subject, single subject, and Education Specialist teachers to align with the authorizations provided by their basic credential. Thus, single subject teachers of Chemistry, for example, would no longer 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 revisions for future completers of a California multiple subject, single subject, or Education Specialist teacher preparation program align with the Certificate of Completion of Staff Development (CCSD) authorization statements issued since 1999, which authorize the delivery of SDAIE and instruction for English language development to students within the settings, subjects, and grades authorized by the teacher’s basic credential(s). (Appendix B)

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

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

<b>EL Authorization Route</b>	<b>Proposed Scope of the EL Authorization</b>
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 for students with special needs across the full continuum of placement options indicated in the students’ IEPs and in alignment with the disability categories authorized by the teacher’s 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
<i>Single Subject World Language: English Language Development Credential</i>	<i>ELD in departmentalized settings and SDAIE (for additional subjects added to the basic credential or any additional basic credential earned)</i>
<i>English Learner Specialist/Instructional Leader</i>	<i>ELD in departmentalized settings (Note: candidate for this credential is required to hold a prerequisite teaching credential with an English learner authorization)</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 and AB 1059 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 and AB 1059 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. AB 1059 Education Specialist teachers would be authorized to provide SDAIE and ELD to students with special needs across the full continuum of placement options indicated in the students' IEPs and in alignment with the disability categories authorized by the teacher's credential and authorizations.

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 English Learner 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 candidates completing a multiple subject, single subject, or Education Specialist teacher preparation program will earn the revised English learner 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

## Appendix B

### Certificate of Completion of Staff Development Authorization Statements

Education Code section 44253.10 was amended by Senate Bill 395 (Hughes, 1999) and became effective on January 1, 2000. This bill established an alternative way for permanent teachers to earn a Certificate of Completion of Staff Development (CCSD) issued by the Commission that authorized instruction to English learners consistent with the settings, subjects and grade levels authorized by their basic teaching credential. Assembly Bill 2913 (Salinas, 2004), extended the deadline for teachers to complete a Commission-approved staff development program for English learners from January 1, 2005 to January 1, 2008.

These Certificates were designed for individuals that held full teaching credentials who had earned permanent status prior to January 1, 1999. These teachers had the option of completing an initial 45-hour Commission approved staff development program and earning the first authorization code and statement S17D as provided in the chart below. This first option provided the teacher with an authorization for specially designed content instruction delivered in English (SDAIE) and English language development (ELD) in the subject and grade authorized by the teacher's basic credential.

Teachers had an additional option to earn the second authorization statement S17S if they completed a subsequent 45-hour Commission approved staff development program or by completing on the initial 45-hour program but also verifying 9 years of appropriate teaching experience with English learners. This second option provided an additional authorization for teaching English language development in a self-contained classroom.

S17D	This certificate, when held in conjunction with a basic teaching credential specified in Education Code Section 44203(e), authorizes the holder to provide the following services to limited-English-proficient pupils: <i>(1) specially designed content instruction delivered in English in the subject and the grade authorized by the teacher's basic credential, and (2) instruction for English language development to students in a departmentalized class in the subject and the grade authorized by the teacher's basic credential.</i>
S17S	<i>This certificate, when held in conjunction with a prerequisite credential specified in Education Code Section 44203(e), authorizes the holder to provide instruction for English language development to students in a self-contained classroom.</i>