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## Information/Action

### *Professional Services Committee*

#### **Discussion of the English Learner Authorization and Intern Credentials**

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**Executive Summary:** This agenda item presents information about the Commission's current procedures regarding Intern Credentials and English Learner authorizations.

**Policy Question:** Should all interns continue to be awarded an English Learner Authorization with the intern credential? Or should the English Learner Authorization be awarded only when the approved preparation program affirms that the individual has completed the applicable English Learner coursework and fieldwork?

**Recommended Action:** That the Commission consider current policy regarding Interns and the English Learner authorization and indicate if modification is necessary.

**Presenters:** Terri H. Fesperman, Acting Director, Certification, Assignment and Waivers Division and Teri Clark, Director, Professional Services Division

#### **Strategic Plan Goal**

##### ***I. Educator Quality***

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21<sup>st</sup> century teaching and learning.

January-February 2013

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# Discussion of the English Learner Authorization and Intern Credentials

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## Introduction

This agenda item presents information about recent work related to teaching students who are English learners and reviews the current procedures regarding the English Learner Authorization (ELA) and Intern Credentials. Currently the ELA is awarded at the time an individual applies for and is granted an Intern Credential.

## Background

The Commission has focused a variety of recent activities on addressing and improving preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required of individuals who teach or provide services to these students. In 2008 a stakeholder meeting was held to discuss California's credentialing system as it related to preparation to teach English learners. Based in part on that meeting, the Commission convened the 2009 English Learner Authorizations Advisory Panel to review the preparation, credentials, and authorizations related to English learners (EL). That Advisory Panel presented its recommendations to the Commission in Fall 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>) and the Commission adopted eight of the recommendations.

A second advisory panel was convened in 2011 to continue the work to ensure that preparation to teach and provide services to students who are English learners was reflected in program and other standards. This second panel was charged to review and propose revisions to a number of preparation program standards to ensure that individuals are adequately prepared to work with EL students. A number of agenda items have been presented to the Commission during 2011 and 2012:

- Adoption of a revised English Learner Authorizations Structure <http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5B.pdf>, December 2011
- Adoption of Subject Matter Requirements for the CSET: World Language: English Language Development (ELD) Examination and World Language: ELD Subject Matter Program Standards, <http://www.ctc.ca.gov/commission/agendas/2012-01/2012-01-3A.pdf>, January 2012
- Proposed Timeline for Implementation of the Revised English Learner Authorizations Structure for Multiple Subject, Single Subject, and Education Specialist Credentials, <http://www.ctc.ca.gov/commission/agendas/2012-08/2012-08-4F.pdf>, August 2012

At its December 2012 meeting, the Commission heard testimony from a variety of stakeholders about the importance of fully prepared teachers and the impact on students, especially English learners, when individuals who are not fully prepared are placed in classrooms. The Commission took action to reduce the number of years an individual who holds a teaching credential may serve on an emergency document, including the Emergency Crosscultural, Language and Academic Development (CLAD) Permit. The regulatory process is being initiated at this

Commission meeting and once the process has been completed, an individual holding a teaching credential would be able to hold an Emergency CLAD Permit for a maximum of three years.

The Emergency CLAD Permit authorizes an individual who holds a Multiple Subject, Single Subject or Education Specialist Teaching Credential to teach students who are English learners. While the individual holds the Emergency CLAD Permit, progress towards meeting the CLAD Certificate must be made on an annual basis by completing coursework, passing CTEL examination subtests, or a combination of both. The CLAD Certificate is the current name for the credential that an individual who already holds a teaching credential in California earns to authorize the individual to teach students who are English learners.

An individual holding an Emergency CLAD Permit has not completed the requirements for the EL authorization yet has the same full authorization to teach students who are English learners as the holder of a preliminary or clear teaching credential. An aggregate report of the number of these individuals, by county and employer, appears in the annual report on teaching credentials published each April (the 2010-11 Teacher Supply Report can be found at [http://www.ctc.ca.gov/reports/TSR\\_2010\\_11\\_Full\\_Report\\_Final\\_15March2012.pdf](http://www.ctc.ca.gov/reports/TSR_2010_11_Full_Report_Final_15March2012.pdf)).

### **Intern Credentials and the English Learner Authorization**

The intern credential is issued with the same authorization the holder's eventual Preliminary credential will have. The authority for this authorization was developed based on Education Code §44454 which states that "An internship credential authorizes the same service at the same levels as the regular credential authorizes."

Since 2003 all Preliminary Multiple Subject (MS) and Single Subject (SS) teaching candidates must complete coursework and field work related to teaching students who are English learners and all preliminary credentials have been required to authorize the teaching of students who are English learners [E.C. §44259.5(c)]. In 2006, the Commission took action to also require that all individuals preparing to be Education Specialist teachers also be prepared and authorized to teach students who are English learners. This requirement was shared with the field in Coded Correspondence 06-0019 (<http://www.ctc.ca.gov/notices/coded/060019/060019.pdf>). The MS, SS and Education Specialist credentials all include an authorization to teach English learners, defined as an "EL Authorization." Therefore, since 2003 for MS and SS candidates, and 2007 for Education Specialist candidates, when an intern credential is awarded it has included an English Learner Authorization.

### ***Intern Preservice***

Interns are required to satisfy specific requirements prior to the intern credential being awarded. The individual must hold a bachelor's degree, have satisfied the basic skills, the subject matter, the US Constitution requirements, and must have passed the background check to be eligible for an Intern Credential. In addition, the individual must have completed a minimum of one hundred and twenty (120) hours of preservice preparation. The preservice portion of the program develops skills and knowledge required prior to entering the classroom as the teacher of record, delivered in a sustained, intensive and classroom-focused manner. The remaining content and fieldwork builds on the preservice experiences and addresses all Commission-adopted standards for the preparation program.

The preservice component of the program must address content from the following [Preliminary MS/SS Program Standards](#) or the [Preliminary Education Specialist Program Standards](#) as shown in the table below:

<b>Multiple and Single Subject</b>	<b>Education Specialist</b>
4: Relationships between Theory and Practice 7: Preparation to Teach Reading-Language Arts 8: Pedagogical Preparation for Subject-Specific Content Instruction 11: Using Technology in the Classroom 12: Preparation to Teach English Learners 13: Preparation to Teach Special Populations	9: Preparation to Teach Reading-Language Arts 10: Preparation to Teach English Language Learners 11: Typical and Atypical Development 13: Curriculum and Instruction of Students with Disabilities 15: Field Experience in a Broad Range of Service Delivery Options

The Commission’s accreditation system ensures that intern programs are held accountable for including preparation to teach English learners in the preservice component of the program. It is unlikely, though not impossible, that an individual completing the 120 hours of preservice for an intern credential has completed all the theoretical coursework and applicable field experiences focusing on the Teaching of English Learners required by the Commission-approved preliminary preparation program before entering the classroom. Since a significant number of Education Specialist interns already hold a general education (MS or SS) teaching credential, most of these individuals would have completed all the EL related coursework and fieldwork as part of the preparation for the general education teaching credential or subsequently earned an English learner authorization.

Intern programs are designed to be an alternative type of teacher preparation program. The coursework is integrated throughout the program and is designed to be integrated into the teacher’s daily work. Many people describe the design of an intern program as “just in time teacher training.” The intern program standards require that both the Commission-approved program and the employing school district provide support and guidance to the intern across the program.

***Commission Discussion***

The current practice of issuing an EL Authorization with each intern credential does not require that intern teachers are fully prepared to teach English learners prior to assuming responsibility for daily, independent teaching:

- 1) Should the Commission continue to authorize interns to teach English learners prior to their completion of all relevant coursework and fieldwork?

Implications—This practice leads to interns being identified as fully prepared to teach English learners and misrepresents the percentage of California’s teachers who are and are not prepared to teach English learners.

- 2) Should the EL Authorization be added to an Intern Credential only when the Commission-approved program verifies that the individual has completed all applicable EL coursework and fieldwork?

Implications—Interns would not be authorized to teach students who are English learners unless or until they had already completed the preparation relating to teaching ELs. Since the Intern would not, without the EL authorization, be authorized to teach English learners, employers would not be able to assign interns to classes that include any EL students. If an Intern has students who are English learners, the intern would need to apply for an English Learner Variable Term Waiver. It is likely the Commission would see an increase in applications for English Learner Variable Term Waivers.

If Interns who have not already met the EL preparation requirement were required to apply for a Variable Term Waiver when teaching English learners, it would more accurately reflect the intern's preparation to teach English learners. Because waivers are disclosed to the public in an annual report, this approach would more accurately reflect those teachers who are fully prepared to teach students who are English learners and those teachers who are not. If during the individual's two or three year internship, the individual completes the preparation to teach students who are English learners, the individual would be able to submit an application and application fee and apply for the full English learner authorization at that time.

If the Commission were to decide to make a policy decision that the EL Authorization should not be routinely awarded with the initial intern credential, regulatory action would be needed. Education Code §44203(d) states:

Authorization means the designation that appears on a credential, certificate, or permit that identifies the subjects and circumstances in which the holder of the credential, certificate or permit may teacher, or the services which the holder may render in the public schools of this state.

The Commission could promulgate regulations that the EL Authorization will be awarded once the individual has completed the preparation to teach students who are English learners.

### **Intern Programs and Title 5 Regulations**

At this time the Commission has not promulgated regulations for Intern programs except for one section on the requirements to extend an intern credential for a third year. Regulations must be developed to define requirements and authorizations for credentials if the enabling legislation is not crystal clear about the requirements and authorizations. The Education Code related to Intern programs and interns is complicated and in some places contradictory. Independent of the Commission's policy decision related to teaching English learners, regulatory language needs to be developed related to Intern Programs to clearly prescribe the Commission's policies and procedures.

### **Next Steps**

Based on Commission discussion and direction, additional agenda items could be prepared related to Intern Credentials and the English Learner Authorization for future consideration.