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Action

Professional Services Committee

Proposed Preconditions for Subject Matter Preparation Programs for the Single Subject Credential in World Language: English Language Development (WL: ELD) and Proposed Pedagogy Standard for Single Subject Preparation Programs in WL: ELD

Executive Summary: This agenda item presents proposed Preconditions for WL: ELD Subject Matter preparation programs and a proposed WL: ELD pedagogy standard for Single Subject teacher preparation programs.

Policy Questions: 1) Are the proposed Preconditions for WL: ELD Subject Matter Programs appropriate and adequate? 2) Is the proposed Pedagogy Standard 8B (n) for the Single Subject Credential in WL: ELD appropriate for the content area and parallel to the other single subject areas included in this standard?

Recommended Action: That the Commission adopt the proposed Preconditions for WL: ELD Subject Matter Programs and the proposed pedagogy standard 8B(n).

Presenters: Paula Jacobs and Roxann Purdue, Consultants, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

January-February 2013

Proposed Preconditions for Subject Matter Preparation Programs for the Single Subject Credential in World Language: English Language Development (WL: ELD) and Proposed Pedagogy Standard for Single Subject Preparation Programs in WL:ELD

Introduction

This agenda item grows out of the work done during the past three years by the English Learner Authorizations Advisory Panel to improve teaching and learning related to English learner students in California public schools. The component of the panel's work addressed in this item is the implementation of the new content area for the Single Subject Credential in World Language: English Language Development. This content area was previously approved by the Commission in December 2011 as part of the panel's overall group of recommendations.

Because this is a new content area within the general array of World Language credentials, two major considerations are addressed within the agenda item:

- Proposed *Preconditions* for Subject Matter Preparation Programs for the WL: ELD credential
- Proposed *pedagogical preparation standard* for the WL: ELD credential

Background

The Commission has heard multiple prior agenda items relating to the work of the English Learner Authorizations Advisory Panel (Appendix A) and has taken several related actions pertinent to the topics addressed in this agenda item. For example, in December 2011, the Commission adopted a revised authorization structure for teaching English learners. The revised structure includes a Single Subject Credential in World Language: ELD. This credential authorizes the teaching of ELD in departmentalized settings and also SDAIE for additional content areas added to the basic credential or any additional basic credential earned (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5B.pdf>).

In January 2012 the Commission adopted Subject Matter Requirements (SMRs) for the Single Subject WL: ELD content area. These SMRs are currently being used to develop the CSET subject matter examination in WL: ELD and are also serving as the basis of the adopted Program Standards for the subject matter program (<http://www.ctc.ca.gov/commission/agendas/2012-01/2012-01-3A.pdf>).

There were discussions with the Commission in December 2011 as well as with the field in 2012 concerning the potential for including content related to a Single Subject Credential in English within the WL: ELD preparation (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5C.pdf>). However, due to a variety of issues raised during these discussions, an alternate plan for addressing this issue will be proposed at a later date for the Commission's consideration.

Review of the Authorization Scope for the WL: ELD Credential

As adopted by the Commission in December 2011, the Single Subject World Language: English Language Development Credential authorizes the holder to provide ELD in departmentalized settings and SDAIE (for additional subjects added to the basic credential or any additional basic credential earned) (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5B.pdf>).

Review of Subject Matter Preparation for the WL: ELD Credential

Introduction: In California all teaching credential candidates must meet both *subject matter competence* and *pedagogical competence* requirements. These two requirements are done separately by candidates, typically by first completing a subject matter preparation program or the applicable California Subject Examinations for Teachers (CSET) to meet the *subject matter competence requirement* (for single subject credential candidates only; multiple subject candidates must use the examination option), and then by completing a multiple or single subject teacher preparation program and passing the Teaching Performance Assessment (TPA) to meet the *pedagogical competence requirement*.

Discussion: The Commission took action in January 2012 to adopt subject matter requirements for the WL: ELD credential (<http://www.ctc.ca.gov/commission/agendas/2012-01/2012-01-3A.pdf>). No changes are being proposed to the set of subject matter requirements for the WL: ELD credential already adopted by the Commission. The proposed Preconditions are consistent with those applicable to other single subject areas such as English and World Languages.

Proposed Preconditions for the Approval of Subject Matter Programs in World Language: English Language Development

To be approved by the Commission, a Subject Matter Program in World Language: English Language Development must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in World Language: English Language Development shall prepare prospective teachers to teach English Language Development and shall include (a) a minimum of 33 semester units (or 50 quarter units) of coursework in English Language Development and in related subjects as appropriate for language development studies in California public schools; and (2) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject as described below. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) English and English Language Development, as indicated below:
 - Knowledge of English Learners in California and the United States
 - Applied Linguistics, including English Language linguistics
 - Cultural Foundations
 - Foundations of English Learner Education in California and the United States

- Principles of English Language Development (ELD) Instruction and Assessment
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
- A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

Proposed Pedagogical Preparation Standard for Teaching Single Subject World Language: ELD

Pedagogical preparation to teach ELD as a single subject, departmentalized content area is provided through coursework and fieldwork offered within Commission-approved single subject preparation programs. Pedagogical standards relating to preparation to teach specific single subject content areas are included within the general array of multiple/single subject teacher preparation program standards, most specifically within Standard 8B (<http://www.ctc.ca.gov/educator-prep/standards/AdoptedPreparationStandards.pdf>). Standard 8B addresses subject matter pedagogy for each of the single subject credential areas. Provided below is a proposed new section of Standard 8B, to be known as Standard 8B(n), that addresses pedagogical preparation to teach departmentalized ELD.

In October 2012, a survey was posted for field review of panel-recommended revisions to educator preparation standards presented to the Commission for initial review in March 2012. Field review feedback regarding the draft Standard 8B(n) was gathered and analyzed; minimal feedback was provided by the fourteen respondents to this standard and thus no changes were made to the proposed draft as presented below.

Proposed Single Subject Preparation Standard 8B(n): World Language: English Language Development (ELD)

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English Language Development aligned with state-adopted standards. They understand the background, history, and legal requirements for English learner education in California and the United States. They learn and practice ways to design and deliver direct, explicit and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Teacher candidates demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Candidates are knowledgeable in composition and rhetoric and

can apply principles of literature and textual analysis to both literary and informational texts.

Teacher candidates in English Language Development understand, plan, design, implement and assess instructional outcomes for all students including the full range of English learners. They learn and practice ways to:

- Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners
- Teach students about the norms and values of U.S. cultures, the culture of schooling and how to access school and community resources
- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English learner students
- Connect and contextualize reading, writing, aural, and oral language development instruction
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum
- Improve students' reading comprehension, including students' ability to access grade level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts
- Improve students' ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical writing), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays
- Incorporate technology into language arts as a tool for conducting research
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas

Staff Recommendation

Staff recommends that the Commission:

- Adopt the proposed Preconditions for WL: ELD Subject Matter Preparation Programs as presented in this agenda item; and

- Adopt the proposed pedagogy standard 8B (n) for preparation to teach English Language Development.

Next Steps

If the Commission adopts the proposed Preconditions for WL: ELD Subject Matter Preparation Programs, staff will prepare and issue the corresponding Handbook for prospective sponsors of these programs and will provide technical assistance as needed for program sponsors interested in responding to the Commission's adopted WL: ELD subject matter standards.

If the Commission adopts the proposed pedagogy standard 8B (n) for preparation to teach WL: ELD, staff will inform program sponsors of this standard and of the opportunity to add this content area to the array of single subject content areas addressed by single subject teacher preparation programs. Staff will also provide technical assistance as needed to prospective program sponsors interested in adding the content area of WL: ELD to their single subject teacher preparation programs.

Staff will also bring to the Commission at a future meeting a continuation of the discussion regarding the close links between subject matter preparation and pedagogical preparation to teach World Language: ELD and Single Subject English, with some options for the Commission's consideration based on discussions with the field, employers, and candidates.

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