
4A

Action

Professional Services Committee

Adoption of Preconditions and Program Standards for the English Learner Instructional Leadership Specialist Credential

Executive Summary: This agenda item presents proposed Preconditions and Program Standards for the English Learner Instructional Leadership Specialist Credential.

Policy Question: Do the proposed Preconditions and Program Standards reflect preparation and candidate assessment of the appropriate knowledge, skills, and abilities needed by an English Learner Instructional Leadership Specialist for service in California public schools?

Recommended Action: That the Commission adopt the Preconditions and Program Standards as presented in this agenda item and move to begin the regulatory process to establish the English Learner Instructional Leadership Specialist Credential.

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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.

June 2013

Adoption of Preconditions and Program Standards for the English Learner Instructional Leadership Specialist Credential

Introduction

This agenda item presents for Commission review and possible adoption the proposed Preconditions (Appendix A) and Program Standards (Appendix B) for the new English Learner Instructional Leadership Specialist Credential. The Preconditions and Program Standards were developed by the Commission's 2011 English Learner Authorizations Advisory Panel (Appendix C). A field review of these draft documents was conducted recently and the revisions to the draft standards made by the panel as a result of this review are presented in this agenda item for Commission consideration.

Background

The Commission has focused a variety of recent activities on addressing and improving educator preparation for meeting the needs of students who are English learners and on updating the knowledge and skills required for individuals who teach or provide services to these students. Based on recommendations from the English Learner Authorizations Advisory (ELAA) Panel, the Commission adopted revisions to all of its educator preparation standards to improve the delivery of instruction and other services to English learner students. Among the recommendations of the ELAA panel in 2010 was the establishment of an advanced English learner authorization in order to provide an instructional and a professional development resource to teachers and administrators with respect to teaching English learners. The Commission adopted the panel's recommendations in September 2010

One of the final tasks of the 2011 ELAA Panel was the development of proposed standards for the English Learner Instructional Leadership Specialist Credential, a new credential which would authorize the holder to provide specialist level instructional services to districts, county offices of education, teachers, administrators, and instructional support staff concerning programs, services, and instructional strategies for English learners.

The Education Code provides authority for the Commission to establish standards for Specialist credentials (Appendix D). The draft Preconditions and Program Standards for the English Learner Instructional Leadership Specialist Credential were developed pursuant to the Panel's Policy Recommendations, as adopted by the Commission in September 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>). The draft Preconditions and Program Standards were first presented to the Commission as an information item in April 2012 (<http://www.ctc.ca.gov/commission/agendas/2012-04/2012-04-6D.pdf>). The draft Standards were posted for input from stakeholders via an online Field Review Survey from February 15 to March 15, 2013. The results of the field review and subsequent revisions based on stakeholder input are presented in this item.

Rationale for the English Learner Instructional Leadership Specialist Credential

In early 2008, the Commission began a discussion with stakeholders about strengthening the preparation of educators to serve English learners. As part of this discussion, the Commission heard from stakeholders about the need for educational specialists who could provide instructional leadership in the teaching of English learners. Stakeholders at the 2008 public meeting were in general consensus regarding the following:

- A need for sufficient expertise relating to the teaching of English learners across districts in the state, including a need for experienced, trained support providers and mentors to effectively help beginning teachers grow and develop in the area of teaching English learners.
- A need for high quality staff development in the area of teaching English learners across districts in the state.
- A need for high quality data relative to English learner achievement for classroom teachers to use for instructional improvement.

The Commission subsequently established the 2009 English Learner Authorizations Advisory Panel to address issues raised both at the meeting and through a review of relevant research and publications in the field.

Stakeholders and the 2009 ELAA panel began to consider the possibility of a new credential that might address some of these needs. In the view of these stakeholders, such a credential could potentially meet a variety of staff development and program coordination needs by providing districts and/or schools with educators prepared to provide staff development and mentoring for teaching English learners as well as coordinate and improve instructional programs for ELs based on data and research. In addition to the 2008 input from stakeholders, the Commission reviewed additional data and relevant information from several research studies, publications and other resources concerning the achievement of English learners and the need for improved instructional programs and services for English learners.

In September 2010, the ELLA's recommendations were presented to the Commission. Panel recommendation number six of the September 30, 2010 agenda reads, "The panel recommends that further study be given to the issue of the possibility of establishing an advanced English Learner authorization in order to provide an instructional and a professional development resource to elementary and especially to secondary teachers, and potentially also to administrators, with respect to teaching English learners in the content areas." The recommendation was adopted by the Commission, which then provided direction for the subsequent 2011 ELAA Panel to study the issue and develop standards that would parallel the structure of other specialist program standards for an English Learner Specialist Instructional Leader. The program standards presented in this agenda item for potential adoption reflect current research and practice in the field and were prepared to underlie the development of a new Specialist credential to support English learner education, professional development and program leadership for English learners.

Review of the Scope and Purpose for the English Learner Instructional Leadership Specialist Credential

A Specialist Credential is an *instructional* credential that authorizes the holder to provide specialist-level instructional services to students, professional development services and coaching to teachers, and program design, development, coordination and implementation services to school sites, districts, and county offices of education. The holder of this credential would provide a much-needed resource to districts, county offices of education, teachers, administrators and instructional support staff concerning programs, services, and instructional strategies for the full range of English learners at all grade levels.

In addition to providing instruction, holders of this specialist credential would have unique preparation to collaborate with education staff at the site, district and county level in order to provide the following services:

- Staff development, support and mentoring for teachers of English learners as well as administrators and other staff;
- Analysis of data for research-based program and instructional improvement;
- Design, development and implementation of programs for English learners; and
- Communication to enhance home, school and community collaboration and engagement.

The proposed Standards for preparation of an English Learner Instructional Leadership Specialist provide for building on the candidate's prior teacher preparation, EL authorization, and teaching experience (as addressed in the Preconditions), and prepare teachers for leadership roles where they may further impact educational program development and improvement for English learners of all proficiency levels, cultural, linguistic and educational backgrounds at the school site, district or county level.

Program Preconditions

Preconditions explicate Commission policy or statute with which institutions must comply in order to be approved to offer the proposed program. The ELAA Panel has proposed four Preconditions that a Commission-approved program must meet. The Preconditions address the program's responsibility for determining that a candidate has met all requirements prior to recommending that candidate for an English Learner Instructional Leadership Specialist Credential. No changes have been made to the proposed Preconditions from those that were presented initially to the Commission at the April 2012 meeting (Appendix A). The four proposed Preconditions are briefly reviewed below.

Precondition 1: Possesses a valid California teaching credential based on a baccalaureate degree from a regionally accredited institution and a professional preparation program, including student teaching, and holds an English learner authorization

The ELAA Panel felt that it was important that a candidate have an EL authorization documenting prior preparation in teaching English learners. The Panel recognized that the recent changes to credentialing to enhance the preparation of teachers of English learners would likely not be a part of the preparation for the first groups of candidates for the Specialist credential, but felt that an EL authorization in conjunction with experience provided sufficient preliminary

knowledge, skills and abilities to prepare for their participation in the Specialist preparation program.

Precondition 2: Has completed a Commission-approved English Learner Instructional Leadership Specialist Preparation Program

The 2011 ELAA panel recognized that the background experiences of the applicants would vary but that the program should build on prior preparation to prepare candidates to serve all English learners and their communities in the various roles identified. It is important to note that the Panel recognized that initially, potential candidates would not have experienced preparation programs based on the revised standards for teacher preparation programs adopted by the Commission in March 2012.

Precondition 3: Has a minimum of three years of full-time experience or the equivalent working with English learners in an instructional capacity.

The Panel felt strongly that in addition to preparation and authorization for teaching English learners, actual teaching experience with English learners was critical background for the program to build upon.

Precondition 4: Meets a second language requirement through at least one of the following options:

The Precondition specifies fifteen options for an individual to demonstrate that he/she has met the second language requirement. These options are aligned with those identified for individuals seeking a CLAD certificate or EL authorization based on a CTEL Program or examination.

While a ‘competency level’ is not required, this requirement assures that candidates have an experience in the process of language learning and potentially the learning experience of being in a situation where language may pose difficulty in an individual’s ability to understand or communicate. The learning experience may also provide awareness and understanding of how the candidate’s own language may be a resource to developing competence in a new language or understanding content provided in the new language. One respondent to the field survey provided the following comment: “An EL specialist should have some previous experience learning (trying to learn) another/different language than their native/primary language”.

Organization of the Proposed Program Standards

The panel based the development of its draft standards for this specialist credential on the framework provided by the organization of the Reading and Language Arts Instructional Leadership Specialist Program Standards. As is typical of preparation program standards, the proposed English Learner Instructional Leadership Program Standards are organized into three categories: Category A: Program Design; Category B: Preparation Program Curriculum and Fieldwork; and Category C: Assessment of Candidate Competence.

Field Review of the Draft Program Standards

The draft Standards presented to the Commission in April 2012 were posted for Field Review from February 15 to March 15, 2013. The introduction to the electronic survey provided

respondents with information about the possible range of instructional services and leadership roles within programs for English learners for which a holder of the EL Instructional Leadership Specialist Credential would be prepared, as outlined above.

Demographic information on the field survey respondents is provided in Appendix E. Seventy respondents began the survey and completed respondent demographic information; questions regarding the standards were completed by 47 of those respondents.

Respondents were asked to select the category which best described their full/part time position. Data indicates multiple responses; however, the majority identified themselves as K-12 teachers, IHE Faculty and EL/Bilingual Program Specialists (Figure 1) The majority of faculty respondents indicated that they work in preliminary teacher preparation programs, followed by Clear or Induction, Bilingual Authorization programs, California Teachers of English Learners (CTEL) programs and Education Specialist teacher preparation programs (Figure 2). In addition, the majority of respondents indicated that they were at least somewhat familiar with the recently adopted K-12 ELD standards (Figure 3).

Field Study Results: Program Standards

The first section of the survey concerned the set of standards as a whole. Respondents were asked three questions about whether the set of program standards was ((1) **appropriate**, (2) **sufficient**, and (3) **needed**). The results of these three questions are summarized in the tables below. The vast majority, 89-93% of respondents, indicated ‘yes’ to each of the three questions.

Question 1: ARE THE PROPOSED STANDARDS APPROPRIATE?

	47 Responses	Response Percent	Comments
Yes	44	93.6	
No	3	6.4	2

Question 2: ARE THE PROPOSED STANDARDS SUFFICIENT?

	45 Responses	Response Percent	Comments
Yes	42	93.3	
No	3	6.7	6

Question 3: ARE THE PROPOSED STANDARDS NEEDED?

	45 Responses	Response Percent	Comments
Yes	40	88.9	
No	5	11.1	5

The next section of the survey asked respondents if the language for each category of standards was **clear**. Again the majority of respondents (84-86%) indicated “yes.”

Question 4: Is Standard 1 within Category A: Program Design Clear?

	42 Responses	Response Percent	Comments
Yes	36	85.7	
No	6	14.3	7

Question 5: Are Standards 2-6 within Category B: Preparation Program Curriculum and Framework Clear?

	44 Responses	Response Percent	Comments
Yes	37	84.1	
No	7	15.9	10

Question 6: Is Standard 7 within Category C: Assessment of Candidate Competence Clear?

	44 Responses	Response Percent	Comments
Yes	37	84.1	
No	7	15.9	8

As noted above, respondents were overwhelmingly positive in terms of the appropriateness, sufficiency, need and clarity of the proposed program standards. Respondents were also invited to provide comments. Thirty-eight comments were reviewed by staff and the majority (15) expressed appreciation for the standards and their rigor; these fifteen comments are summarized in the following two italicized quotes:

- *Thank you very much for this exciting opportunity for individuals to apply for the English Learner Instructional Leadership Specialist Credential Program. This is very purposeful work that will continue to provide School Districts with knowledgeable individuals who have a specialized credential and the competencies to assist School Districts to ensure equitable opportunities and achievements for all of California's diverse English learners. This specialized credentialing program is so needed.*
- *Overall, I believe that the standards as stated will provide the needed educational and practical experiences to serve in a leadership capacity when working with ELL students*

The remainder of the comments provided suggestions to the Panel about the proposed language of the specific standards. Twelve comments addressed both the thoroughness of the standards as well requested additional specificity or clarity of terminology used, eight commented on areas such as prior experience or requirements relative to Preconditions as well as areas related to employment decisions outside Commission authority, or the granting of equivalency for prior education or experience which is the purview of program sponsors who offer Commission-approved programs. While there were no particular trends, survey comments regarding content, specificity and organization were shared with the ELAA panel for review and discussion. Some examples of these comments are quoted below:

- *I think there needs to be more elaboration in this section (Category A). One might want to provide more specific examples. Describe what a full range of ELs is.*

- *Standard 3A, don't just say immersion, use the term dual immersion or two-way immersion and then as a separate term, structured English immersion (SEI).*
- *Since we now have new ELD Standards and Common Core standards that incorporate Listening and Speaking – it would be good to be explicit about incorporating proficiency in implementing both sets of standards to the benefit of English learners.*

Panel members were provided an opportunity to participate in a technology-supported conference call to share and discuss potential changes to the Standards based on the field review results. Participating panel members agreed to the changes provided in Appendix E, which are discussed below.

Category A: Program Design: Respondents' comments requested further specificity regarding the range or typology of English learners. This modification is shown in the draft Standards within tracked changes.

Category B: Preparation Program Curriculum and Fieldwork (Standard 2-6): Respondents commented on specificity or clarification of terminology, on the overall organization of the standard, and about particular content. Based on this input, panel members restructured Standard 3B as shown in tracked changes. Bolded font text highlights areas where there is new standard language or content in addition to restructuring. The first bullet of Program Standard 3B clarified aspects of language development and applied linguistics and added examples. Standard language was also added to Program Standard 3B in response to comments regarding clarification of K-12 curriculum, use of technology and particularly the concern to clarify the role and use of an English learners' prior language as a resource for learning the new language and academic content. This latter concern was expressed in the following field review comments:

- *The standards need to address the continued support for the reclassified EL and in order to do this at a gold standard, the knowledge, skills, strategies and attitudes of the EL Specialist in working with this population must include how and why to tap the learners' full language proficiencies in both or all languages.*
- *The relationship between first language proficiency and academic achievement in the second (target: English) language, importance and use of efficient strategies that can be used by NON-Bilingual teachers which allow for the EL with prior academic background to use his/her L1 in activities such as pre-writing, brainstorming, note taking, (without the teacher needing to be bilingual in the students' L-1).*

Category C: Assessment of Candidate Competence (Standards 7) includes some new standard language to parallel that which was added to Standard 3B; the rewrite of Standard 7D was for purposes of clarity.

Staff Recommendations

Staff recommends that the Commission adopt the proposed Preconditions and the proposed revised Program Standards for English Learner Instructional Leadership Specialist programs as presented in Appendix A and B of this agenda item.

Staff further recommends that if the Commission adopts the proposed Preconditions and revised Program standards, that the Commission direct staff to begin the regulatory process to establish the English Learner Instructional Leadership Specialist credential.

Next Steps

If the Commission adopts the draft program Preconditions and Standards and directs staff to move forward with regulations, staff will bring back additional items as needed to move this process forward, including draft regulatory language to establish the credential, authorization, and requirements for Commission consideration.

Appendix A

Proposed Preconditions for the English Learner Instructional Leadership Specialist Credential Program

A Commission-approved program shall determine prior to recommending a candidate for an English Learner Instructional Leadership Specialist Credential that the candidate has met the following requirements:

Precondition 1: Possesses a valid California teaching credential based on a baccalaureate degree from a regionally accredited institution and a professional preparation program, including student teaching, and holds an English learner authorization

Precondition 2: Has completed a Commission-approved English Learner Instructional Leadership Specialist Preparation Program:

Precondition 3: Has a minimum of three years of full-time experience or the equivalent working with English learners in an instructional capacity

Precondition 4: Meets a second language requirement through at least one of the following options:

- a) Complete six semester units (or nine quarter units) in course work that emphasizes the learning of a language other than English, including American Sign Language (A grade of “C” or better, “Pass,” or “Credit” must be earned in each course.) This option must be verified by an official transcript from a regionally-accredited college or university, or comparable institution outside the United States. Professional Development and Continuing Education Units from such institutions are acceptable. Course work in the methodology of teaching a language is **not** acceptable.
- b) Complete 90 hours of language training, with a grade of “C” or better or the equivalent, in a language other than English offered under the auspices of the California Department of Education’s Bilingual Teacher Training Program (BTTP), or by a county office or school district whose program, prior to its implementation, has been deemed equivalent to the BTTP by the California Department of Education (This training is to be verified by a letter signed by an authorized representative of the BTTP, county, or district program).
- c) Complete training in a language other than English given by the Peace Corps to volunteers preparing to serve in a non-English speaking country, verified by official Peace Corps documentation.
- d) Pass the language skills subtest (i.e., listening, speaking, reading, writing skills) of the CSET in any world language other than English, including languages offered through approved alternative language assessor agencies, as verified by an official score report. Passing exam scores remain valid for seven years from the individual test date.

- e) Pass any nationally administered, standardized examination in a language other than English for which the Commission has established a passing score, verified by an official score report.
- f) Obtain a proficiency level of “novice-high” or above on the American Council on the Teaching of Foreign Languages, Inc. Proficiency Guidelines or “0+” (zero plus) or above on the Interagency Language Roundtable (ILR) (currently available only to government employees) Proficiency Descriptions, verified by an official score report.
- g) Obtain a score on a College-Level Examination Program examination in a language other than English administered by the College Board equal to or higher than the minimum score recommended by the American Council on Education for awarding credit for two semesters, verified by an official score report. (For more information, contact CLEP at [609] 771-7865.)
- h) Possess a teaching credential from another state that authorizes instruction in a language other than English, verified by a copy of the credential.
- i) Reside in a non-English speaking country or countries for 12 consecutive months at age 18 or older, verified by passports, work visas, letters from employers, or other documents.
- j) Complete one academic year (over a single period) at age 14 or above at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- k) Complete two academic years, between the ages of 10 and 14, at a school in which instruction was provided in all subject areas, and all instruction, except in the subject area of English, was delivered in a language other than English, verified by an official transcript or a letter from the school.
- l) Initial arrival at age 12 or older in the United States after having spent the years from birth to age 12 in a non-English speaking country or countries, verified by a birth certificate, passport, entry visas, or other documents.
- m) Pass an Advanced Placement Examination offered through Educational Testing Service (ETS) at a level for which college credit or advanced standing in a language other than English is awarded. (This option must be verified by either an official transcript from a regionally-accredited college or university showing credit awarded via the examination, or by an original letter from the institution’s registrar or admissions office indicating that advanced standing was awarded.)
- n) Pass a college or university placement examination in a language other than English that satisfies a one-year second language requirement, results in six semester units in the language awarded on transcripts, or serves as the prerequisite to the second year course in

the same language. (This option must be verified by either an official transcript from a college or university showing credit awarded via the examination, or by an original letter from the institution's registrar or admissions office indicating the number of units granted or describing the advanced placement resulting from the examination.)

- o) Any combination of options "a" and "b" above resulting in the equivalent of six semester units of course work in a single foreign language. (Fifteen hours of BTTP training are considered equivalent to one semester unit of course work at a regionally-accredited college or university.)

Appendix B

Proposed Program Standards for the English Learner Instructional Leadership Specialist Credential

*The English Learner Instructional Leadership Specialist Credential program includes a purposeful sequence of course work and field experiences that builds upon the foundational knowledge, skills and competencies provided through preparation for the initial English Learner Authorization and that is based on a sound rationale informed by current, confirmed, replicable and reliable research. The program effectively prepares candidates to lead the development and implementation of comprehensive English learner programs at the classroom, school, district, county and state levels that will ensure equitable opportunity and achievement for all of California's diverse English learners, Pre-K to 12th grade. Successful candidates will be able to provide highly specialized services to students, **families**, ~~and~~ **teachers**, **and other staff** and to serve as active leaders in a comprehensive community system to build, support, sustain, and advocate for the development of effective English learner programs in which all students meet or exceed grade-level content standards.*

*Throughout this document, "English learner" ~~students~~ refers to the full typology of English learners (e.g., **well-educated newcomers, underschooled newcomers, students with interrupted formal education, long-term English learners, English Learners with exceptional needs and talents**). ~~including but not limited to newcomer students from diverse educational and language backgrounds and long-term English learners.~~ Program Sponsors will need to address the full typology of English learners, and their varying **English** proficiency levels ~~whenever the words "English learners" are used in this document.~~*

Category A. Program Design

Standard 1: Program Design, Rationale and Coordination

The design of the program follows an explicit statement of program philosophy and purpose. It prepares the candidate for more advanced learning in the English Learner Instructional Leadership Specialist Credential Program, described in Program Standards 1 through 7.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Program Standard 7 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California's diverse learners, including the full ~~range~~ **typology** of English learners, (e.g., **well-educated newcomers, underschooled newcomers, students with interrupted formal education, long-term English learners, English learners with exceptional needs and talents**) and students who may have transitioned to **Fluent English Proficient (FEP) status but who still need language support across the academic curriculum**, and to be leaders promoting effective language and academic instruction for English learners within culturally-relevant learning environments in their schools, districts, and communities. The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the Pre-K-12 public schools for field experiences.

Category B. Preparation Program Curriculum and Fieldwork

Standard 2: Research and Evaluation

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to English learner education, including program design and instructional practices. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of language and literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process. **Candidates demonstrate understanding that the applicability of research to specific populations of English learners may be limited based on the populations included in the study.** ~~, keeping in mind the limitations of applicability of research based on inclusion of English learner populations.~~

The program provides candidates with focused instruction and experiences in evaluating programs for English learners ~~that~~ **in order to** generate reliable information about program strengths, ~~and areas for growth~~ **weaknesses, and effects on target student populations** and that can be used to recommend and implement changes in English learner instructional practices at the classroom, school, or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate and disaggregated student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations; to evaluate the appropriateness of assessments for English learners; and to use best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks as these relate to English learner student outcomes. ~~The program provides opportunities for candidates to understand state and federal program requirements for English learners and to learn how to develop and implement legally compliant programs around those initiatives~~ **(Moved to 3A).**

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results and data to a variety of audiences including but not limited to classroom teachers; and to identify relevant implications

for instructional programs and accountability that might assist their communities in obtaining support for educational programs for English learners. The program provides opportunities for candidates to prepare reports of student achievement and program implementation data for various stakeholders.

Standard 3: Advanced Professional Competencies

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following **for English learners across the typology**:

A. English Learner Program Design and Development

- Legal and historical foundations of programs for English learners in California and the United States
- Required federal and/or state program components for English learners, and legal and ethical responsibilities relating to the design and implementation of programs for English learners
- Effective **research-based** instructional program design **based on the English learner populations** ~~across the typology of English learners~~
- **State-adopted K-12 content standards and curriculum frameworks and how the ELD standards relate to promoting academic literacy and language development in academic content areas (e.g. ELD/English Language Arts, Mathematics, Science, Social Studies)**
- ~~State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes (*to 3B*)~~
- Selection, design, implementation, and evaluation of comprehensive programs and of instructional approaches for English learners (e.g., bilingual approaches, **dual-language, structured English immersion approaches (SEI), two-way immersion, SDAIE, ELD**)
- **Strategies for effective articulation among between English Language Development programs for English learners, and mainstream academic instructional programs, and other programs (e.g., special education, GATE, AVID).**

B. Curriculum, Instruction, and Assessment (*Restructured Below*)

- ~~The process of first, second, and multiple language acquisition and development, and of the factors affecting language acquisition and literacy development across the typology of English learners~~
- ~~Applied linguistics~~
- ~~Multicultural foundations and family and cultural influences relating to the educational achievement of English learners~~
- ~~The nature and role of academic language in language acquisition across the curriculum~~
- ~~The analysis of language demands across the curriculum, including but not limited to academic language~~
- ~~Appropriate instructional practices for promoting the academic achievement all English learners, including long-term English learners and adolescent English learners~~
- ~~Effective English Language Development instructional practices~~
- ~~Effective and appropriate instructional materials for the English aural, oral, reading, and writing development of English learners, including technology-based and technology-mediated materials~~

- ~~State-adopted language proficiency assessments and related testing instruments for English learners used for both formative and summative assessment purposes~~
- ~~Using assessment data to diagnose, design, adapt, and differentiate instruction for English learners~~

~~The program provides opportunities for candidates to develop an advanced understanding of the process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing. Programs provide candidates opportunities to develop advanced understanding of the continuum of the state Pre K-12th-grade foundations/standards and framework in Reading/Language Arts and relevant research (including terminology) upon which they are based.~~

~~The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for English learners who are experiencing extreme difficulty in language acquisition and literacy development as well as students with disabilities. The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction and explicit ELD instruction, flexible grouping, strategies to cognitively engage and sustain students' interest and focus, and developing students' strategies to self-regulate and learn independently, in order to meet the needs of English learners.~~

~~The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline experiences for English learners that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st-century.~~

B. Curriculum, Instruction, and Assessment (*Restructured*)

- **Concepts of applied linguistics and supporting research-based instructional strategies across content areas, including:**
 - **first, second, and multiple language acquisition and development, including the role of the student's primary language in acquiring a new language**
 - **analysis of language/literacy demands across the curriculum**
 - **development of foundational literacy skills (e.g., phonological awareness, phonics, word attack skills, spelling, orthography) as they apply to specific populations of English learners across grade levels**
 - **development of academic English language proficiency (e.g., structural analysis, morphology, pragmatics, content-specific and generic academic vocabulary, discourse structures)**
 - **aural/oral academic English skills (e.g., sounds, stress, intonation)**
 - **academic English reading proficiency (e.g., comprehension strategies for complex texts, self-monitoring strategies, content-specific reading demands)**

- academic English writing proficiency (e.g., **spelling, syntax, discipline-specific rhetorical forms**)
 - psychological, social, and cultural aspects of language development
- Characteristics of effective English Language Development instruction, K-12 (curriculum, instruction, and materials), based on state-adopted ELD standards, across proficiency levels and EL typologies
- **Role and use of the student’s primary language and/or multiple languages in literacy development and academic learning in bilingual and non-bilingual settings (e.g., use of primary language resources, use of prior academic background and primary language literacy in activities such as pre-writing, brainstorming, discussing concepts, note taking)**
- Effective and appropriate instructional strategies and materials to support ELs in meeting the rigor of state-adopted grade-level content area standards
- **Structures and strategies for organizing English learner instructional programs (e.g., flexible student groupings, scheduling, use of resources)**
- Multicultural foundations and family and cultural influences relating to educational achievement of English learners
- State-adopted language proficiency assessments and other testing instruments for English learners and their use for both formative and summative assessment purposes, including initial identification and placement of English learners, differentiation of instruction, evaluation of student progress, reclassification, and program evaluation
- Methods for using assessment data to diagnose, design, adapt, and differentiate instruction for English learners who are experiencing extreme difficulties in language acquisition and literacy development **as well as for English learners with disabilities and those with high academic potential.**
- Legal requirements and appropriate procedures for assessment, identification, and program development for English learners with disabilities **or other exceptional needs (i.e. special education, GATE)**
- Appropriate uses of media and communication technology resources to support and expand the curriculum and prepare English learners for literacy tasks of the 21st century

C. Leadership, Collaboration, and Professional Development

The program provides opportunities for candidates to learn about local, state, and national policies that affect English learner instruction and the research supporting effective instructional programs. Candidates will develop, implement, and evaluate instructional programs and materials, including state adopted frameworks and intervention programs.

The program provides opportunities for candidates to develop advanced professional communication, facilitation and advocacy skills pertinent to developing effective programs for English learners. Candidate are also provided with opportunities to develop their skills in writing master plans for instruction of English learners, progress and final evaluation reports, and the ability to communicate English learner performance across the curriculum to different stakeholders, including parents, school board members, administrators, and state and federal agencies.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, based on research, adult learning theory, and best practices. Candidates will develop the skills to plan, implement and evaluate professional development that will enhance ~~teachers'~~ the content knowledge of teachers and other staff regarding all aspects of a comprehensive English learner program(s) at the county, district, school, and classroom level.

The program provides opportunities for candidates to develop mentoring and coaching skills, along with facilitation skills, to enable them to effectively support classroom teachers and other staff English learner program personnel.

The program provides opportunities for candidates to develop advanced knowledge and skills in each of the following:

- Effective lesson demonstration, including the rationale and purpose for lesson selection
- Identifying the professional learning needs of teachers
- Facilitating opportunities for ~~Assisting~~ teachers to self-reflect on their practice for lesson improvement to improve the preparation and delivery of lessons to English learners
- Facilitating the ~~Assisting~~ teachers to progression of teachers across the Learning to Teach Continuum
- Presentation skills for a wide variety of audiences and settings
- Leadership and communication skills to enable candidates to communicate effectively about English learner education with teachers, administrators, policy makers, parents, community members, and others in public and private forums, meetings, conferences, and other formal and informal venues
- Group collaboration, including conducting data-driven conversations, team-building, and consensus-building

Standard 4: Integrating Fieldwork and Clinical Experiences

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through guided practice at sites where the instructional approaches and methods are consistent with an effective, comprehensive program of English learner instruction. Fieldwork and/or clinical experiences must include ongoing guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 2 and 3.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple elementary and secondary sites or the district level to: assess the needs of the full range of English learners, including those most at risk of failure; evaluate the current instructional practices and use of district-adopted and supplementary instructional materials at those locations; implement and evaluate the effectiveness of initial instruction and appropriate research-based instructional and intervention strategies across grade levels; and evaluate the effectiveness of the intervention. Candidates will have the opportunity to

create professional development and coaching/mentoring procedures to support **effective initial instruction and** ~~adoption of instructional or~~ intervention strategies.

The fieldwork setting(s) provide opportunities for candidates to experience one or more additional languages and cultures, to shadow, follow the work of, and/or observe a current bilingual or EL program coordinator, to practice providing professional development (for candidates without such prior experience), and to participate in a home visit where possible.

The program provides opportunities for candidates to improve the language, literacy, and academic skills of the full range of English learners, including newcomer English learners with varied educational and linguistic backgrounds, long-term English learners, students with disabilities, and students who may have transitioned to Fluent English Proficient status but who still need language support across the academic curriculum. Candidates have opportunities to evaluate the implementation and effectiveness of instructional interventions for these students and to implement alternative or additional instructional approaches and materials, as appropriate.

Standard 5: Home, School, and Community Communication, Collaboration and Engagement

The program provides opportunities for candidates to develop an advanced understanding of all of the following:

- Cultural communication styles for interacting with and engaging parents and community members
- Culturally sensitive outreach strategies, including strategies for dealing with issues relating to child welfare and attendance
- Cross-cultural viewpoints of schooling, including the role of parents in schooling and interactions with U.S. educational institutions and systems (e.g., volunteering PTSA, School Site Council)
- Identifying and accessing community resources for English learners and their families
- Working appropriately and effectively with other staff who also work with English learners and their families (e.g., community liaisons, social workers, paraprofessionals, and others)
- Working appropriately and effectively with interpreters and translators
- Helping teachers recognize the **linguistic, academic and** cultural assets of students and families and how these can be used as resources in improving English learner academic outcomes
- Helping students and their families become aware of postsecondary pathways including adult education, college and career options

Standard 6: Budget and Fiscal Considerations

The program provides opportunities for candidates to become familiar with federal, state, district, and school budgeting and fiscal management processes, including the role of parent advisory groups **in budget decisions**, and how these **processes** affect programs for English learners.

The program provides opportunities for candidates to become familiar with grant programs and related funding opportunities for English learner education and support services (e.g., categorical

funding, Title III funds) as well as with potential external funding sources such as federal and/or state grant opportunities.

The program provides opportunities for candidates to become familiar with federal and/or state mandated reporting requirements as these relate to programs for English learners (e.g., language census).

The program provides opportunities for candidates to practice designing and using budgets, including budget rationale and justification, to support the implementation of programs for English learners based on identified student needs and aligned with school and district plans.

Category C. Assessment of Candidate Competence

Standard 7: Planning, Organizing, Implementing, and Leading Instructional Programs for English Learners

The program uses multiple measures through which each candidate demonstrates competence in the following areas:

A. Instruction

Candidates work effectively with the full range of English learners from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds and provide specialized instruction that meets the specific needs of English learners., ~~Pre K, elementary, and adolescents.~~

~~Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for English learners who are experiencing extreme difficulty in reading and/or academic achievement significantly lowered academic achievement. *Moved below*~~

Candidates ~~provide advice and assistance in the identification and selection of select, plan and implement culturally responsive~~ curriculum based on assessed needs and background experiences of **all students including** the full range of English learners.

Candidates demonstrate the ability to facilitate the implementation of **the full range of state and/or district-adopted curricula across the curriculum** at **the** classroom, school, district, and/or county level for English learners.

Candidates demonstrate understanding of the implementation of state-adopted K-12 ELD standards, content standards and curriculum frameworks, and how these standards and frameworks relate to the content needs of students at different English proficiency levels.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for English learners who are experiencing extreme difficulty in reading and/or **academic achievement** ~~significantly lowered academic achievement.~~

Candidates demonstrate understanding of the role and use of the student's primary language and/or multiple languages in literacy development and academic learning in bilingual and non-bilingual settings (e.g., use of primary language resources, use of prior academic background and primary language literacy in activities such as pre-writing, brainstorming, discussing concepts, note taking)

Candidates have an advanced level of knowledge about, and can advocate for resources to support, English learners' acquisition of the critical aspects of multiple digital literacies for 21st Century skills. ~~necessary for success in today's global economy.~~

B. Assessment/Research

Candidates critically analyze and interpret research in the field of English learner education; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

C. Collaboration, Communication and Professional Learning

Candidates know and apply adult learning theory and research in planning professional learning at the school, district, and county levels. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating research projects and case studies.

Candidates communicate effectively with parents and community members of varied linguistic and cultural backgrounds.

Candidates demonstrate their capacity to identify areas of their own professional growth in the field of English learner education and to stay current with latest research related to the teaching profession. Candidates participate in the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in English learner curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2 and 3.

Candidates analyze instructional practices and evaluate English learner student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed.

Candidates work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive plan for English learner education or a specific component of that plan.

Candidates provide leadership, support, and targeted professional development **opportunities** at the school and district levels to promote the educational achievement of English learners across the curriculum.

D. Program Design, Implementation, and Evaluation

~~Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating reports and communicating to stakeholders the results of reliable and informative evaluations of current instructional practices and programs for English learners, including program strengths and weaknesses and program effects on the full range of English learners. Candidates use that information to develop a plan for improving teaching and learning for English learners that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.~~

~~Candidates critically examine school level and district level programs for English learners for appropriateness, effectiveness, legal compliance, and student outcomes data and use that information to promote program improvements to stakeholders, implement necessary changes, and evaluate the effectiveness of those changes.~~

Candidates design and evaluate school, district, and county level programs for English learners for a variety of purposes and outcomes, including program evaluation, legal compliance, and analyzing student outcomes. As part of this process, candidates do all of the following: access current research and recommendations of experts in the field; identify program strengths, areas of weakness, and areas for improvement; develop and implement plans for improving teaching and learning for English learners; develop and present evaluation and other related reports regarding current instructional practices and programs for English learners based on data from multiple sources; communicate results accurately and effectively to a wide range of stakeholders; and evaluate the effectiveness of changes made based on prior evaluative data.

Appendix C
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 D

Statutory Authority for Specialist Credentials

The Education Code provides authority for the Commission to establish standards for Specialist credentials, as follows:

Education Code §44225

The commission shall do all of the following:

(a) Establish professional standards, assessments, and examinations for entry and advancement in the education profession. While the Legislature recognizes that the commission will exercise its prerogative to determine those requirements, it is the intent of the Legislature that standards, assessments, and examinations be developed and implemented for the following:.....

(b) Reduce and streamline the credential system to ensure teacher competence in the subject field or fields, while allowing greater flexibility in staffing local schools. The commission shall award the following types of credentials to applicants whose preparation and competence satisfy its standards:

- 1) Basic teaching credentials for teaching in kindergarten, or any of the grades 1 to 12, inclusive, in public schools in this state.
- (2) Credentials for teaching adult education classes and vocational education classes.
- (3) Credentials for teaching specialties, including, but not necessarily limited to, bilingual education, early childhood education, and special education. The commission may grant credentials to any candidate who concurrently meets the commission's standards of preparation and competence for the preliminary basic teaching credential and the preliminary specialty credential.

Education Code §44265: Credentials for teaching specialties, including, but not limited to, bilingual education, early childhood education, and special education, shall be based upon a baccalaureate degree from an accredited institution, completion of a program of professional preparation, and any other standards which the commission may establish.

Appendix E

Demographics of Field Survey Respondents

Program Standards for the English Learner Instructional Leadership Specialist Credential Program

Figure 1: Position of Respondent

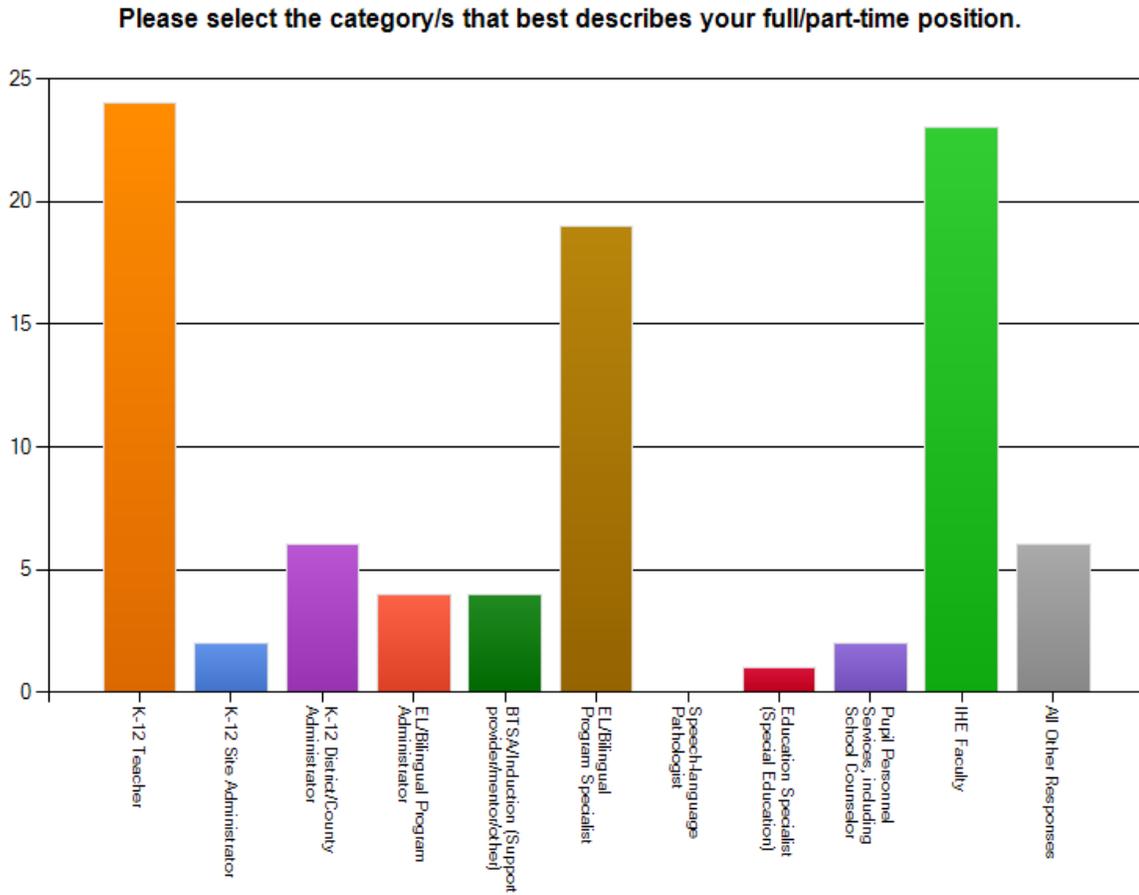


Figure 2: Faculty Respondents by Educator Preparation Programs

For faculty, please indicate the type(s) of educator preparation program(s) you work with:

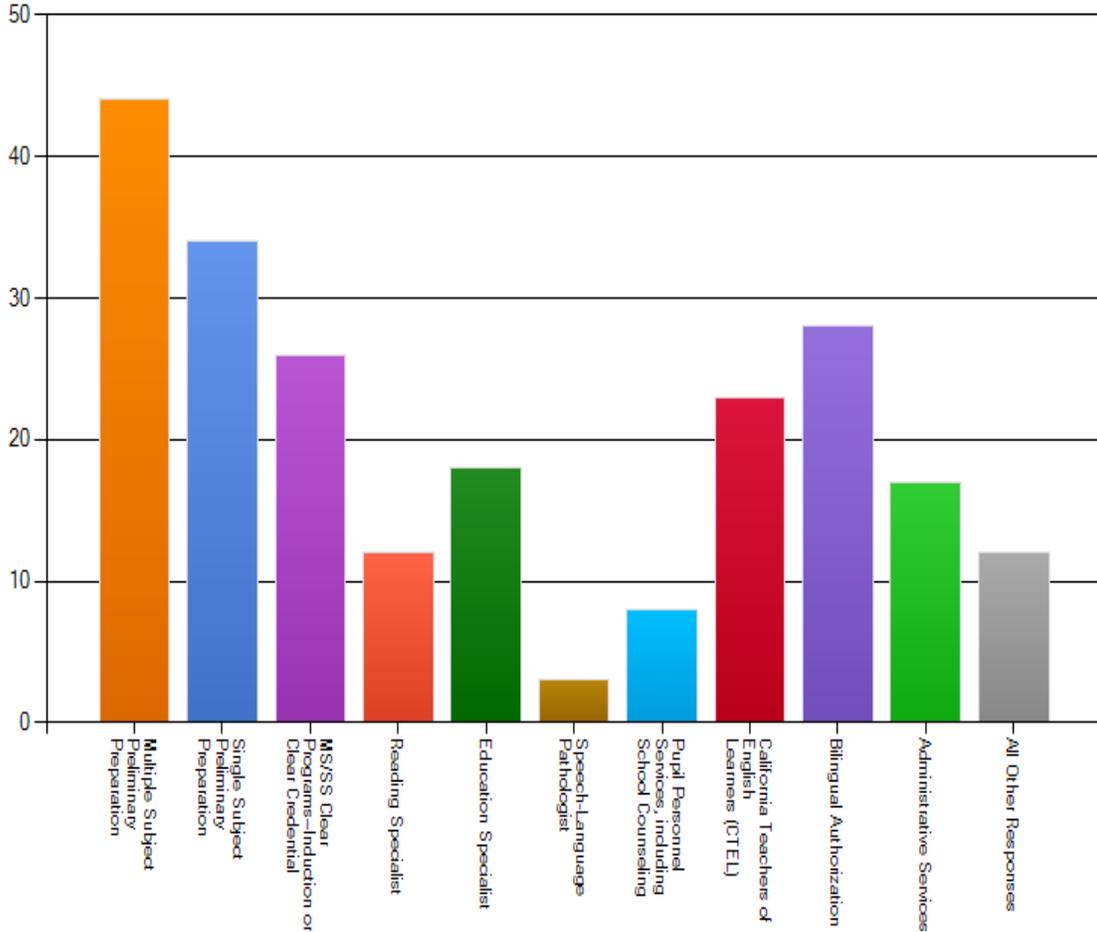


Figure 3: Familiarity with 2012 English Language Development Standards

