



## COMMISSION ON TEACHER CREDENTIALING

### *Application for the* **Authorizations to Teach English Learners Advisory Panel**

The Commission on Teacher Credentialing (Commission) is currently seeking California educators and professionals who have experience and expertise in serving English learners, including but not limited to teaching either English language development (ELD), English as a Second Language (ESL), English as a New Language (ENL), or the equivalent to serve on an advisory panel concerning authorizations to teach English learners.

#### **Background**

Pursuant to SB 2042, preparation to teach English learners is embedded within the teacher preparation program coursework. This preparation assures that the beginning teacher has a *basic* understanding of how to work effectively with English learners. However, the achievement of K-12 English learner students has shown that many of these students remain at basic to intermediate English literacy levels and do not achieve full English proficiency.

In April 2008, the Commission established the Authorizations to Teach English Learners Advisory Panel to address needed improvements in educator preparation relating to the English learners. The panel's final recommendations were presented to the Commission for adoption at the September-October 2010 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>). The panel's eight recommendations are summarized below:

- 1) that the SB 2042 Teacher Preparation and the Teacher Induction standards relating to the preparation of teachers to teach English learners be reviewed and updated/revised as necessary to reflect current research and issues in the field, including a specific focus on "academic language" and "academic literacy" in the context of teaching English learners.
- 2) that the Single Subject Teacher Preparation Program Standards be reviewed, updated and revised to reflect the need for single subject teachers to develop the knowledge, skills, and abilities necessary to successfully use Specially Designed Academic Instruction in English (SDAIE) strategies not only in general, but also as these strategies apply to the particular subject area of the credential.
- 3) that the preparation standards for the Preliminary Administrative Services Credential be reviewed, updated and revised to assure that the content provided

- within preparation programs regarding English learners reflects current research and issues in the field, including but not limited to issues of “academic language,” “academic literacy,” program instructional models for EL students, EL student placement and course scheduling issues, and management of EL instructional programs to facilitate student learning.
- 4) that preparation standards for Pupil Personnel Services credentials be reviewed, updated and revised to assure that the content provided within the preparation programs regarding English learners reflects current research and issues in the field relating to the needs of English learners and instructional programs for English learners to facilitate student growth and learning.
  - 5) that the EL authorization for SB 2042-prepared single subject teachers should be limited to authorizing the holder to provide SDAIE instruction only and should not include an authorization to provide English language development (ELD).
  - 6) 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.
  - 7) that the Commission discontinue the use of the terms “Languages Other Than English” (LOTE) and “Foreign Languages,” and use instead the term “World Languages.”
  - 8) that a credential in the area of English as a New Language, or English as a World Language, be developed, and that a panel of experts in the field be convened to develop subject matter competencies and program standards relating to this credential area.

The Commission is now seeking applications from educators and other experts in the field to begin the work of implementing the panel’s recommendations.

### **Role of the Authorizations to Teach English Learners Advisory Panel**

The Authorizations to Teach English Learners Advisory Panel will address primarily panel recommendations 1-4 and 8 as described above. The panel will review current sets of standards, including CTEL/CLAD and multiple/single subject teacher preparation, to determine areas of needed updating, revision, and/or additions relating particularly to English language development for English learners. The panel will also identify the content appropriate to serve as the basis for the new single subject credential in English as a world language/ELD. The panel members will discuss an array of related issues and make recommendations to the Commission for standards revision and for content specifications for the new single subject authorization by November-December 2011.

The advisory panel will serve under the direction of the Commission, and panel meetings will be facilitated by a Commission Consultant. During the English Learners Authorizations Advisory Panel meetings, members will receive a comprehensive orientation so they may effectively understand and carry out the required activities.

## **Qualifications**

The Commission is seeking applications from individuals who have extensive experience providing educational services to English learners. Applicant should have knowledge of and experience with the following: ELD, ESL, SDAIE and/or world languages. The Commission will only consider applications from the most qualified individuals to serve as members of the panel.

## **Important Dates**

Individuals appointed to the English Learner Authorizations Advisory Panel will participate in six two-day meetings in 2011. The first meeting is scheduled to be held on March 7-8 from 3:30 p.m. to 7:00 p.m. (Day 1) and 8:30 a.m. to 3:00 p.m. (Day 2). The next two meetings will be held on April 7-8 and June 13-14 with the fixed time schedule of 10:30 a.m. to 4:00 p.m. (Day 1) and 8:30 a.m. to 3:00 p.m. (Day 2). Three subsequent meetings with the fixed time schedule will be determined at a later date by the panel. The location and timing of the meetings may change to meet the needs of the work to be accomplished. Each member of the panel is expected to (a) participate actively in all meetings, (b) review written materials in preparation for the meetings, and (c) reflect on multiple perspectives regarding complex issues.

## **Reimbursement of Expenses**

The Commission will pay necessary travel and lodging expenses for the English Learner Authorizations Advisory Panel. After each meeting, the Commission will reimburse team members for parking, mileage, and meal expenses. If necessary, the Commission will also reimburse school districts for the cost of a substitute teacher for each panel member who is a classroom teacher. At the conclusion of the meetings, the Commission will provide a certificate recognizing the panel member's professional contributions.

## **Application Instructions**

The completed application may be mailed, faxed, or e-mailed to the Commission. Incomplete or late applications will not be considered. A completed application includes all three of the following:

1. Completed five-page *Application Form for the Authorizations to Teach English Learners Advisory Panel*.
2. A resume highlighting the applicant's education, experience and/or expertise in providing educational services to meet the needs of English learners, in world language teaching methods and/or in teaching ELD or SDAIE.
3. A short (maximum two-page) essay response to the following question: What are some key areas that you believe should be addressed in order to strengthen educator preparation for serving English learners?

## **Questions**

If you have questions, please contact Ms. Phi Phi Lau, Staff Services Analyst, at 916-324-2450, or use e-mail or fax.

**Completed applications must be submitted to the Commission by**  
***January 28, 2011***

**Mail to:**

Commission on Teacher Credentialing  
Professional Services Division  
Attn: Phi Phi Lau  
1900 Capitol Avenue  
Sacramento, California 95811

**Fax to:**

(916) 324-8927, Attn. Phi Phi Lau

**E-mail to:**

PLau@ctc.ca.gov

**Commission on Teacher Credentialing**  
**APPLICATION FOR THE AUTHORIZATIONS TO TEACH ENGLISH**  
**LEARNERS ADVISORY PANEL**

**Nominated by:** *(If you are nominating yourself, write "self")* \_\_\_\_\_

Name \_\_\_\_\_

Title \_\_\_\_\_ School/Institution \_\_\_\_\_

**Personal Information**

Name: Prefix (Ms. Mr. Dr.) \_\_\_\_\_

Last \_\_\_\_\_ First \_\_\_\_\_ Middle Initial \_\_\_\_\_

Home Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Home phone (\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

E-mail \_\_\_\_\_

**Employer**

School District, Organization, College, or University \_\_\_\_\_

Work Address \_\_\_\_\_

City \_\_\_\_\_ County \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Business phone (\_\_\_\_) \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

E-mail \_\_\_\_\_

**Preferred Address for Correspondence:** *Work* \_\_\_\_\_ *Home* \_\_\_\_\_

## Professional Background and Qualifications

### Experience Specifically Related to Teaching English Learners

Begin with most recent position

From (Month/Year)	To (Month/Year)	Subject Taught	Grade	Employer

### Experience Specifically Related to Teaching Language, including World Languages, and/or to Preparing Teacher Candidates to Teach English learners

Begin with most recent position

From (Month/Year)	To (Month/Year)	Type of Experience	Employer

**Non-Teaching Experience Specifically Related to Providing Educational Services to English Learners**

Begin with most recent position

From (Month/Year)	To (Month/Year)	Type of Experience/Expertise	Employer

Level of Education (highest level attained):

Bachelor's Degree \_\_\_\_\_ Master's Degree \_\_\_\_\_ Doctoral Degree \_\_\_\_\_

Special Area/Field: \_\_\_\_\_

Have you received full certification to teach in California public schools (i.e., Preliminary, Professional Clear, Clear, or Life)?

Yes \_\_\_\_ No \_\_\_\_

If yes, indicate California teaching credential(s) that you hold: \_\_\_\_\_

Membership in professional organizations related to educating English Learners, and/or teaching English as a New Language:

\_\_\_ California Association for Bilingual Education (CABE)

\_\_\_ National Association for Bilingual Education (NABE)

\_\_\_ Teaching English to Speakers of Other Languages (TESOL)

\_\_\_ California Language Teachers Association (CLTA)

\_\_\_ California Professional Development Language Institutes (CA Foreign Language Project)

\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Will you need special accommodations to attend the panel meetings?

Yes \_\_\_\_ No \_\_\_\_ If yes, please specify: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

***Please be sure to attach your essay.***

**Professional References**

Please list three references who you know professionally and are familiar with your work, background, and talents related to educating English learners. None of these individuals should be related to you. (Letters of recommendation are not required).

Name	Position	
Address	Phone Number	
City	State	Zip Code

Name	Position	
Address	Phone Number	
City	State	Zip Code

Name	Position	
Address	Phone Number	
City	State	Zip Code

**Request for School District/Institution Information**

*Geographic Region Location of Your School District or Institution, (if presently employed in a school district or an IHE refer to map):*

- North Coast
- Northeastern
- Capital
- Bay
- South Bay
- Delta Sierra
- Central Valley
- Costa Del Sur
- Southern
- RIMS
- Los Angeles



*Student Population of Your School District or Institution:*

- Less than 3,000       3,000-10,000
- 10,001-100,000       Over 100,000

*Student Ethnicity of Your School District or Institution (check all groups that are over 20%):*

- American Indian       Hispanic
- Asian       African American
- Pacific Islander       White
- Filipino       Multiple

**Request for Personal Information**

The Commission on Teacher Credentialing (CTC) is committed to having diversity amongst individuals participating in the CSET Subject Matter Advisory Panel and appropriate representation of ethnic groups, genders, and individuals with disabilities. To accomplish this goal, you are asked, but are not required, to provide the following information:

*Ethnicity:*

- African American or Black
- Asian American (e.g., Chinese, Japanese, Korean)
- Filipino
- Latin American, Latino, Puerto Rican, or other Hispanic
- Mexican American or Chicano
- Native American, American Indian, or Alaskan Native
- Pacific Island American
- Southeast Asian American (e.g., Cambodian, Hmong, Khmer, Laotian, Vietnamese)
- White (non-Hispanic)
- Other (please specify) \_\_\_\_\_

*Gender:*

- Female       Male