



PROGRAM SPONSOR ALERT

Date: May 28, 2009
Updated July 15, 2009

Number: 09-06

Subject: Options for English Learner Authorization

Summary:

This notice is to alert program sponsors regarding the process for recommending candidates for EL authorizations (either CLAD or bilingual authorization) using a combination of coursework and Commission-approved CTEL or CSET: LOTE examinations.

Key Provisions:

AB 1871 (Coto) provided options for eligible candidates to complete either CLAD or bilingual authorization through examination, program completion, or a combination of examination subtests and program coursework. The signing of the legislation and clarity of the options came after many CTEL programs had received approval. This program sponsor alert will clarify information on combining one or more subtests of the Commission-approved examination and parts of the program for either authorization. If an institution modifies an approved program, the institution would report the modifications in the next Biennial Report.

CTEL

The new law expands the options for earning the CLAD authorization by allowing institutions to recommend for a CLAD authorization those individuals who have successfully completed coursework and passed portions of the CTEL examination. The combination of CTEL coursework and passage of CTEL subtests must address all required areas for the CLAD credential. Since the legislation followed the approval of programs, currently approved CTEL programs need to submit the statement of intent in Appendix A by July 1, 2009 notifying the Commission as to whether or not they intend to allow an individual to complete the CLAD using a combination option.

Institutions that will allow this combination of coursework and Commission-approved examination will need to specify which courses address which of the KSAs. A table for a program to indicate which CTEL subtests and domains are aligned with which courses in the approved CTEL program is provided in Appendix B and must be submitted by October 31, 2009.

Bilingual Authorization

Institutions that will be submitting a bilingual authorization program document for approval will need to specify in the proposal if the program will be available by coursework only, or by a combination of CSET: LOTE examination and coursework. The program proposal should clearly indicate which courses will be waived if an individual has passed one or more subtests of the CSET: LOTE examination. All current bilingual emphasis programs must be submitted, reviewed, and approved as Bilingual Authorization programs under the 2008 standards by December 31, 2011 or the program will no longer be approved.

If a program wishes to use an assessment other than the Commission approved CSET: LOTE examination as a component of the approved program, the institution's program proposal will need to address this locally developed assessment as well as other components of the program document. The program document must clarify how the program will ensure that the locally developed program and assessment determine that candidates meet the language competence described in Program Standard 6.

Individual Candidate Equivalencies

The decision as to whether or not to grant an individual candidate an equivalency above and beyond what is described above is at the discretion of the approved program. Program Sponsor Alert 08-04, July 30, 2008, clarifies the process for approved programs in issuing equivalencies:

All approved educator preparation programs have the authority to grant an equivalency when it is appropriate. An equivalency may be granted when the credential candidate can demonstrate the knowledge, skills and/or abilities required by the program to meet one or more program standards or credential requirements. An equivalency, and the basis on which the equivalency was granted, should be noted in the candidate's file. The Commission encourages institutions to use the equivalency process to minimize duplication in candidate coursework. The Commission also recognizes that the use of equivalencies does not automatically result in granting course credits or transferring courses. Those processes remain the sole responsibility of the institution.

<http://www.ctc.ca.gov/educator-prep/PS-alerts/2008/PSA-08-04.pdf>

For example, it is possible that a candidate might request an equivalency for a prior CLAD subtest rather than the current CTEL examination. This would be at the discretion of the approved program sponsor after the criteria for equivalency described above had been met.

References:

Education Code § 44253.3 (b)(2)

Contact Information:

The Professional Services Division provides a full list of topic specific dedicated email addresses as well as program areas with the most up to date Commission staff member's email address here: **Contact Information:**

The Professional Services Division provides a full list of topic specific dedicated email addresses as well as program areas with the most up to date Commission staff member's email address here <http://www.ctc.ca.gov/educator-prep/PSD-contact.html>.

Appendix A

**Statement of Intent
Combination of CTEL Subtests and Approved Program Components**

Approved CTEL Program Sponsor

Institution

Name of individual
submitting the
information

Title

Address

Phone

E-mail

will

will NOT

recommend candidates who combine coursework and passage of one or more subtests of the CTEL examination for a CLAD authorization.

If “**will**” is selected, then a matrix showing the alignment between the approved courses must be submitted to the Commission.

Date the matrix will be submitted

Submit by July 1, 2009

to

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Appendix B

Sample Matrix Demonstrating Alignment Between Approved Program Courses and the KSAs of the CTEL Examination

Test	Domain	Knowledge Skills and Abilities	Courses
1: Language and Language Development	1: Language Structure and Use	001 Phonology and Morphology	
		002 Syntax and Semantics	
		003 Language Functions and Variation	
		004 Discourse	
		005 Pragmatics	
	2: First- and Second-Language Development and their Relationships to Academic Achievement	006 Theories, Processes, and Stages of Language Acquisition	
		007 Theories, Models and Processes of Second-Language Acquisition	
		008 Cognitive, Linguistic, and Physical Factors Affecting Language Development	
		009 Affective Factors Affecting Language Development	
		010 Sociocultural and Political Factors Affecting Language Development	
2: Assessment and Instruction	1: Assessment of English Learners	001 Principles of Standards-Based Assessment and Instruction	
		002 Role, Purposes, and Types of Assessment	
		003 Language and Content-Area Assessment	
	2: Foundations of English Language/ Literacy Development and Content Instruction	004 Foundations of Programs for English Learners	
		005 Foundations of English Language Literacy	
		006 Instructional Planning and Organization for ELD and SDAIE	
		007 Components of Effective Instructional Delivery in ELD and SDAIE	
		008 Effective Resource Use in ELD and SDAIE	
	3: Approaches and Methods for ELD and Content Instruction	009 ELD—Approaches and Methods	
		010 ELD—Listening and Speaking	
		011 ELD—Reading and Writing	
		012 Specially Designed Academic Instruction in English (SDAIE)	
3: Culture and Inclusion	1: Cultural Concepts and Perspectives	001 Cultural Concepts and Perspectives	
		002 Cultural Contact	
		003 Cultural Diversity in California and the United States	
		004 Crosscultural Interaction	
	2: Culturally Inclusive Instruction	005 The Role of Culture in the Classroom and School	
		006 Culturally Inclusive Learning Environment	
		007 Family and Community Involvement	
		008 Culturally Inclusive Curriculum and Instruction	

If a candidate has passed the following CTEL test, then the following courses will be waived

CTEL Test	Course(s)
1: Language and Language Development	
2: Assessment and Instruction	
3: Culture and Inclusion	