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Information

Professional Services Committee

Initial Research Study on the Effectiveness of SB 2042 Teacher Preparation with Respect to the Knowledge, Skills and Abilities Required for Teaching English Learners

Executive Summary: This agenda item presents a plan for conducting an initial research study on the effectiveness of SB 2042 teacher preparation with respect to preparing teachers with the knowledge, skills and abilities required for teaching English learners.

Recommended Action: For information only.

Presenter: Dr. Phyllis Jacobson, Administrator,
Professional Services Division

Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators.

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

April 2007

Initial Research Study on the Effectiveness of SB 2042 Teacher Preparation with Respect to the Knowledge, Skills and Abilities Required for Teaching English Learners

Introduction

The teacher preparation program standards developed pursuant to SB 2042 (Chap. 548, Stats. 1998) contain several standards that require teacher preparation programs to provide candidates with opportunities to acquire the knowledge, skills and abilities needed to teach English learners effectively. Subsequent to the full implementation of the SB 2042 standards by all approved preliminary teacher preparation programs and all approved professional teacher induction programs (as of 2003), a question has arisen as to the actual degree of knowledge, skills, and abilities relative to the effective teaching of English learners demonstrated by those who complete SB 2042 preliminary teacher preparation programs and those who complete SB 2042 professional teacher induction programs. This research study is being conducted to provide a preliminary answer that question.

Background

Prior to SB 2042, candidates needed to demonstrate they had acquired these skills either through passage of an examination (at that time the CLAD examination; currently the CTEL examination), or through successful completion of a CLAD emphasis program or CLAD Certificate program. The content specifications of the CTEL examination may be found at the following link: http://www.ctel.nesinc.com/PDFs/CX_SGsection2.pdf.

The SB 2042 standards in place now are hierarchical in that the knowledge, skills and abilities developed at the preliminary teacher preparation level are further expanded upon within the standards governing the SB 2042 professional teacher induction programs. Taken as a whole, these two sets of standards are expected to ensure that teachers acquire the full range of knowledge, skills and abilities needed to instruct English learners effectively.

At the time the SB 2042 standards were developed, a comparison was done between the knowledge, skills and abilities assessed via the CLAD examination and the required SB 2042 program elements relating to the teaching of English learners to ensure that these were comparable. It was the intention of the SB 2042 standards developers that candidates who completed an SB 2042 preliminary teacher preparation program, and who subsequently complete an SB 2042 professional teacher induction program, would have the full range of knowledge, skills and abilities relative to teaching English learners in the general education setting as candidates who have demonstrated these through the CLAD/CTEL examination. Thus, all candidates who earn the EL authorization would have acquired a common set of knowledge, skills, and abilities identified in the content specifications of the CLAD/CTEL, regardless of the route they took to earn the authorization.

Purpose and Rationale of the Initial Research Study

The purpose of the proposed initial research study is to (1) obtain a preliminary indication as to the degree to which candidates who are prepared for the authorization to teach English learners through an approved SB 2042 preliminary teacher preparation program demonstrate the required level of knowledge, skills and abilities relative to teaching English learners as are assessed by the CTEL examination; (2) to obtain a preliminary indication as to whether the completion of a two-year approved SB 2042 professional teacher induction program further advances the knowledge, skills and abilities of beginning teachers with respect to these same knowledge, skills and abilities, as assessed by the CTEL examination.

How the Initial Research Study Will be Conducted

In order to ensure the comparability of types of candidates, all participants in the initial research study will be (a) current SB 2042 preliminary teacher preparation program participants who are near or at the end of their preparation program in Spring 2007, and (b) SB 2042 program graduates who are completing their second year of an approved professional teacher induction program in Spring 2007.

All approved SB 2042 preliminary teacher preparation program sponsors, and all approved SB 2042 professional teacher induction program sponsors will be contacted to explain the research study and solicit their assistance in identifying candidate volunteers. These candidate volunteers will take the CTEL examination in June 2007 at no cost to themselves. Within the research study, no program or institutional identification of any candidate volunteer will be requested. The candidate volunteers will not receive their scores on the CTEL examination, and the preliminary teacher candidates will receive their authorization to teach English learners based only on their successful completion of the approved SB 2042 teacher preparation program. There will be no effect on the English learner authorization status of the volunteers participating in this study.

In addition, all study participants will be asked several voluntary questions concerning the degree to which they feel prepared to work effectively with English learners in the regular education setting.

The Commission's contractor for the CTEL examination, NCS Pearson, Inc., will maintain and analyze the data separately for the two groups of examinees in this initial research study, and will report these data separately to the Commission within the normal time frame for score reporting for the June 2007 CTEL examination administration.

Timeline

The timeline for the initial research study described above is extremely tight, given that the regular registration deadline for the CTEL examination is May 18, 2007 for the June 23, 2007 CTEL administration. The CTEL examination is given twice per year, in June and in December. Using the December administration for purposes of this type of study would not be appropriate, as candidates in either SB 2042 preliminary teacher preparation programs or professional teacher induction programs would not have completed their full preparation yet with respect to teaching English learners.

DATE	ACTIVITY
April 2007	<ul style="list-style-type: none"> • Commission informed of the initial research study • Candidates in SB 2042 programs (preliminary teacher preparation and induction) recruited as volunteers • Special registration procedures established with NCS Pearson for the study group • Candidates assisted to register for the June 23, 2007 CTEL examination
May 2007	<ul style="list-style-type: none"> • Candidates complete registration for the June 23, 2007 CTEL examination administration
June 2007	<ul style="list-style-type: none"> • Candidates complete late and/or emergency registration for the June 23, 2007 CTEL examination administration, as necessary • CTEL examination is administered
July 2007	<ul style="list-style-type: none"> • NCS Pearson scores the CTEL examination and analyzes results for the study group participants
August 2007	<ul style="list-style-type: none"> • Results for the study group participants are reported back to the Commission by NCS Pearson
October 2007	<ul style="list-style-type: none"> • Agenda item presented to the Commission that includes the preliminary findings from the initial research study and suggestions for further research

Future Activities

It is suggested that as a follow up and possible expansion of the initial work conducted through this study that the Commission:

- consider an expansion of the initial study to a larger population sample
- consider whether the SB 2042 preliminary teacher preparation program standards and/or the SB 2042 professional teacher induction program standards require modification
- consider a comparison study of these candidates with respect to their scores on other Commission examinations they may have taken (e.g., CSET), using regression analysis