

**COMMISSION ON TEACHER CREDENTIALING**

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**OFFICE OF THE EXECUTIVE DIRECTOR**

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02-0006

DATE: April 24, 2002

TO: All Individuals and Groups Interested in the Activities of the California  
Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Authorization to Teach English Learners Pursuant to SB 2042

**A. Background**

New SB 2042 Standards of Quality and Effectiveness for Multiple and Single Subject Teacher Preparation Programs were adopted by the Commission on September 6, 2001. Coded Correspondence 01-0019, relating to the implementation of the SB 2042 standards, indicated that "CLAD and BCLAD programs will need to be reconfigured to conform to recent changes in applicable law. CLAD Emphasis programs will end at the same time as currently-accredited programs. All Multiple and Single Subject programs that receive SB 2042 approval will automatically include AB 1059 authorization in the subjects of the basic credential authorization. AB 1059 authorizes the teaching of English learners in the general education classroom."

Commission staff have conducted an extensive review and comparison of the competencies currently required for the CLAD certificate and the competencies required of teacher candidates under the new SB 2042 standards and content specifications. This analysis has shown a high level of correspondence between the CLAD competencies and the content of the SB 2042 standards. A summary chart detailing this comparison study is provided as Attachment A. A more detailed version of the comparison study chart is available on the Commission's website at [www.ctc.ca.gov](http://www.ctc.ca.gov).

Based on this comparative review, the Commission has determined that the basic SB 2042 Multiple Subject Teaching Credential and the basic SB 2042 Single Subject Teaching Credential will carry the AB 1059 authorization to teach English learners in the general education classroom and in designated classes, within the following guidelines.

### **B. Authorization to Teach English Learners for Holders of an SB 2042 Multiple Subject Teaching Credential**

For Multiple Subject Teaching Credential candidates, the correspondence between the current CLAD competencies and the SB 2042 Multiple Subject standards is sufficiently high that an SB 2042 Multiple Subject Teaching Credential will carry an AB 1059 authorization to teach English learners both in the general education classroom and in designated classes. Unlike CLAD, the SB 2042 Multiple Subject Teaching Credential that includes the AB 1059 authorization to teach English learners does not include a second language requirement.

### **C. Authorization to Teach English Learners for Holders of an SB 2042 Single Subject Teaching Credential**

For Single Subject Teaching Credential candidates, the comparison between the current CLAD competencies and the SB 2042 Single Subject standards showed one domain not sufficiently addressed by the SB 2042 standards. This area is Language Structure and First- and Second- Language Development. This includes the topics: phonology, morphology and syntax; word meaning, semantics and context; written, oral discourse, and language variation; history and current theory and models of language that have implications for second-language development and pedagogy; pedagogical factors of first and second language development; affective factors affecting first- and second-language development; and cognitive factors affecting first- and second-language development. All candidates for the Single Subject Teaching Credential must complete planned prerequisite or professional preparation coursework that includes this content in order to earn an SB 2042 Single Subject Teaching Credential with an AB 1059 authorization to teach English learners both in the general education classroom and in designated classes. Unlike CLAD, the SB 2042 Single Subject Teaching Credential that includes the AB 1059 authorization to teach English learners does not include a second language requirement.

### **D. BCLAD Emphasis Programs**

(a) The Commission will be convening a design team to revise the requirements for bilingual teaching credentials and to revalidate the CLAD/BCLAD examinations. This work will include defining bilingual teacher preparation for the professional clear teaching credential.

(b) Institutions that have a currently accredited BCLAD Emphasis program may continue to operate the approved BCLAD Emphasis until a new structure, revised content and implementation timeline are developed for bilingual teaching credentials. During this interim, program sponsors offering a BCLAD Emphasis program will address the content and pedagogy for teaching English learners in English pursuant to AB 1059 (formerly CLAD Emphasis) within their institution's response to the SB 2042 program standards. All currently approved programs for Multiple and Single Subject Teaching Credentials must seek re-approval on the SB 2042/AB 1059 program standards according to the timelines set out in Coded Correspondence 01-0019.

During this interim the Commission will not accept submissions for new, not currently accredited, bilingual teaching credential programs. Those interested in developing new bilingual teacher preparation programs should visit the Commission's website, [www.ctc.ca.gov](http://www.ctc.ca.gov), for information on the current BCLAD requirements and for updates on the development of new bilingual teaching requirements.

(c) When a new structure, revised content and implementation timeline are developed for bilingual teaching credentials, BCLAD program sponsors will be requested to submit documents detailing how programs approved under SB 2042 will also address bilingual teacher preparation.

### **Questions**

If you have questions concerning the authorization to teach English learners pursuant to SB 2042, please call Dr. Margaret Olebe of the Commission's Professional Services Division between 8 AM and 5 PM Monday through Friday at (916) 322-6254. You may also email your questions to [molebe@ctc.ca.gov](mailto:molebe@ctc.ca.gov).

**ATTACHMENT A**

## CLAD KNOWLEDGE/SKILL AREAS and 2042/1059 STANDARDS COMPARED

### ← 1059/2042 Standards →

CLAD Skill Areas: Test One	Preparation Standards/Teacher Performance Expectations/ESM Subject Matter Requirements	Induction Standards
1. Phonology, morphology, syntax	PS7A(f), 7B(d); TPE1A; SMR (R,LA, & L) 1.1, 1.3	
2. Word meaning, semantics, & context	PS7A, 7B; TPE1A, 1B; 7; SMR (R, LA, & L) 1.1, 1.2, 1.3	
3. Written, oral discourse, lang. variation	PS7A, 7B; TPE1A; SMR (R,LA, &L) 1.2, 2.1	
4. Hist. & current theory & models of lang.	PS 11; SMR (R,LA, & L) 1.1, 1.2	
5. Pedagogical factors of 1st & 2nd lang.	PS13; TPE7; SMR (R, LA, & L) 1.1,1.2:	
6. Affective factors 1 <sup>st</sup> & 2 <sup>nd</sup> lang. develop.	PS5(e), 12(b); TPE7, 11; SMR (R, LA, & L) 1.2	IS17(b)
7. Cognitive factors 1 <sup>st</sup> & 2 <sup>nd</sup> lang., devel.	PS5, 13; TPE7; SMR (R, LA, & L) 1.2	IS19(h),
8. Sociocult. & political factors lang. devel.	Implied: PS5(a), 5(b), 12(e), 13(h)	IS17(b)
<b>CLAD Skill Areas: Test Two</b>		
1. Foundations of bilingual ed.	PS12(b), 13; TPE5, 7, 12	IS17(a), 19
2. Programs for students	PS13; TPE7	IS19(a), 19(b)
3. Instructional strategies	PS13(b), 18(b); TPE4, 7	IS19(c)
4. Instruction for ELD and SDAIE	PS13, 18(c); TPE4 (for SDAIE), all of 7	IS19(d)
5. Language & content area assessment	PS7A, 13(g); TPE3	IS19(e)
6. ESL methods for Eng. Lang. develop.	PS13(e), 18(b); TPE4, 7	IS19(b), 19(c)
7. ELD for listening and speaking	PS7A(b), 7B(c), 13(b); TPE7	IS19(b)
8. ELD for literacy	PS7A, 7B, 8B(d), 13(d); TPE7	IS19(b), 19(c)
9. Goals of SDAIE in English	PS7B(c), 13(f), 18(c); TPE4, 7	
10. SDAIE instructional planning	PS5(a), 13(f); TPE7, 9	IS19(d), 19(f)
11. SDAIE student grouping, L1 & L2 use	PS5, 7(b); TPE7, 9	IS19(g)
<b>CLAD K/S Skill Areas: Test Three</b>		
1. Nature of Culture	SMR (Hist. & Soc. Sci.), Part II	
2. Content of culture	PS10(a), 11, 13; SMR (Hist & Soc. Sci) Part II	
3. Crosscultural contacts & interactions	PS5(c),10(a); 11(c), 13; TPE11, 12; SMR (R, LA, & L) 3.3; SMR (Hist. & Soc. Sci.) 2.1	IS17(b), 17(f)
4. Cultural diversity in U.S. & CA history	PS5(b), 5(c), 10, 11, 12(b); SMR (Hist. & Soc. Sci.) 3.2	IS17(d)
5. Cultural diversity/ U.S. & CA migration	SMR (Hist. & Soc. Sci.) 3.2	
6 Learning strategies for stud.s' culture & exp.	PS5(a), 10(a), 11, 12(d), 13(h); TPE 8, 9	IS17(a), 19(i), 19(k)
7. Culturally inclusive instr. class. organiza.	PS5(c), 10(d), 11, 12(b), 13; TPE5, 7, 9	IS19(g)
8. Culturally inclusive instr. curric. & instr.	PS5(a), 5(b), 10, 11(c), 12, 13; TPE9	IS17(d), 19
9. Culturally inclusive instr.family/commun.	PS10(a), 13(h); TPE3, 8, 11	IS15(g), 19(k)