

COMMISSION ON TEACHER CREDENTIALING

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**OFFICE OF THE EXECUTIVE DIRECTOR**

Date: June 15, 2006

Number: 06-0009

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

From: Dr. Sam W. Swofford, Executive Director

Subject: English Learner (EL) Authorization Added for the Education Specialist Credentials

Background

Many employers are requiring the authorization to teach English learners for new special education teachers, or are requiring employed special education teachers to earn the authorization due to decisions related to the Categorical Program Monitoring (CPM) by the California Department of Education (CDE), Individuals With Disabilities Improvement Act (IDEA) mandates and/or as a result of the Williams settlement which states that teachers must have English Learner (EL) authorization before they provide instruction to students identified as English Learners.

Currently, the EL authorization is not recognized as part of the Preliminary Level I Education Specialist credential preparation in order to gain the English learner authorization. Specifically, at this time, candidates may obtain a separate EL authorization in one of three ways:

- Completion of Crosscultural, Language and Academic Development (CLAD) Certificate by passing the exam or coursework.
- Certificate of Completion of Staff Development (through the process authorized by SB395 and AB2913)
- CLAD Emergency Permits or Waivers

(For more information, please see the English Learner information link on the Commission website at: <http://www.ctc.ca.gov/credentials/CREDS/english-learners.html>)

Commission Action

On June 1, 2006 the Commission took action to embed an English Learner authorization in the coursework for the Education Specialist: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard of Hearing, Physical and Health Impairments, Visual Impairments, and Early Childhood Special Education Credentials by all Education Specialist program sponsors. The Commission acted to use current Standards of Quality and Effectiveness to provide an English Learner authorization for Multiple and Single Subject Credential holders. In order to meet this requirement, all program sponsors must submit an amendment by December 20, 2006 to their currently approved program which provides evidence of meeting the following standards:

Preliminary Level I Credential

- Standard 7, Preparation to Teach Reading-Language Arts, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*.
- Standard 13, Preparation To Teach English Learners, as found in the *Standards of Quality and Effectiveness for Teacher Preparation Programs for Preliminary Multiple and Single Subject Teaching Credentials*.

Professional Level II Credential

- Standard 19, Teaching English Learners, as found in the *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*.

See attached document: Appendix A for the complete standards.

Authorization

The credential completed under these requirements will authorize the holder to provide the following services to English learners: (1) instruction for English language development; and (2) specially designed content instruction delivered in English.

Candidate Eligibility

Once the program amendment has been approved, the Commission will notify the program sponsor. Those candidates who have enrolled and completed coursework as part of the amended program will be eligible for this authorization when they complete their Education Specialist Credential program.

This authorization will not be retroactive. Holders of a preliminary, clear, professional clear or life Special Education or Education Specialist Credential will need to continue to utilize one of the three options outlined on page 1 of this correspondence to earn an EL authorization. Current holders of Education Specialist Internship Credentials (university or district intern) will automatically be deemed to hold an English learner authorization on the date that the program sponsor's program amendment is approved. No new document will be issued by the Commission. The EL authorization will appear on the credential when the full credential is issued.

Authorization, Program Amendment Submission and Review Process

Additional information regarding the credential authorization listed on the document, the program amendment submission, review and approval process will be available on the website by the close of business Monday, June 26, 2006.

For further information regarding the program standards and amendment process, contact Dr. Jan Jones Wadsworth, Consultant at jjones-wadsworth@ctc.ca.gov.

Appendix A

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 7: Preparation to Teach Reading-Language Arts
Program Standard 13: Preparation to Teach English Learners

Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Program Standard 19: Teaching English Learners

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

(i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

(ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

(iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first- and second-languages, classroom organization, and participation by specialists and paraprofessionals.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

13(g) Through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

13(h) The program is designed to provide opportunities for candidates to learn and understand the importance of students' family and cultural backgrounds and experiences.

Standards of Quality and Effectiveness for Professional Teacher Induction Programs

Program Standard 19: Teaching English Learners

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

Program Elements for Standard 19: Teaching English Learners

19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.

19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.

19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.

19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.

19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.