

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue

Sacramento, CA 95814-4213

Professional Services Division

(916) 327-2969 Website: <http://www.ctc.ca.gov>**OFFICE OF THE EXECUTIVE DIRECTOR**

(916) 445-0184

DATE: June 29, 2001

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: Implementation of AB 1059 (Ducheny, 1999) Related to Preparation of Teachers of All Pupils including English Language Learners

As a result of legislation enacted in the 1999 Legislative Session, all teacher preparation programs are required, by July 1, 2002, to satisfy standards established by the California Commission on Teacher Credentialing for the preparation of teachers for all pupils, including English learners. These standards must be based on an independent job analysis of the essential knowledge, skills and abilities needed by all classroom teachers to assist students to maintain academic progress across the curriculum while continuing to develop English language skills.

This law also calls for the development of an examination to provide candidates, including out-of-state candidates, with an examination route to fulfilling the requirements for teaching English learners. It also provides that the Commission complete a validity study of the examination route toward meeting these requirements.

AB 1059 (Ducheny) which became effective January 1, 2000, also prohibits the Commission beginning July 1, 2003 from issuing a teaching credential to an applicant unless the applicant satisfies the standards and requirements established by the bill or has an authorization to provide services to English language learners issued pursuant to Education Code Section 44253, 44253.1, 44253.2, 44253.3, 44253.4, or 44253.10. Unlike CLAD, the authorization to provide services to English learners under AB 1059 is restricted to teaching authorized within the basic credential and does not include the teaching of English learners in specialized settings. The purpose of this correspondence is to request that all institutions of higher education that offer teacher preparation programs submit a plan to implement this law.

Current CCTC policy calls for the initial implementation of AB 1059 during the 2001-02 academic year. New standards for teaching English learners have been developed in conjunction with the reform of the multiple and single subject professional teacher preparation program standards by the SB 2042 (Alpert, Mazzoni) Advisory Panel. An independent job analysis and validity study have been conducted simultaneously with

the standards development. In January, 2001 the Commission approved the dissemination of *Draft Standards of Quality and Effectiveness for Teacher Preparation Programs* pursuant to SB 2042 for field review and authorized the validity study. The field review has now concluded, and job analysis and validity studies have been completed. Initial results of these activities will be presented to the Commission at its July, 2001 meeting, and it is expected that new standards will be adopted at the September, 2001 Commission meeting.

Included in the *Draft Standards of Quality and Effectiveness for Professional Teacher Preparation Programs* is Program Standard 13: Preparation to Teach English Learners that will meet the requirements of AB 1059 (**copy attached**). It is one of twenty-three standards that will compose a teacher preparation program resulting in a credential that will include the authorization to teach English learners in the general education classroom. It is this standard that must be implemented by July 1, 2002.

The Commission is required by AB 1059 to report to the Legislature on July 1, 2001 on the progress of the implementation of the new law by accredited programs of professional preparation. We are requesting that each institution of higher education offering approved teacher preparation programs complete the attached form entitled *Institution of Higher Education Implementation Plan for AB 1059*. We will provide technical assistance to sponsors of approved teacher education programs on how to specifically meet this requirement once the attached plan has been received. Please return the attached form to the Commission by August 31, 2001.

**Accredited Institution of Higher Education Implementation Plan for AB 1059**

Name of Institution: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

We are aware of the changes required by Assembly Bill 1059. We plan to implement AB 1059 in accordance with the policies and standards established by the California Commission on Teacher Credentialing. We will submit a detailed implementation plan for approval by the Commission on Teacher Credentialing prior to the July 1, 2002 implementation deadline established in this statute.

Yes

No  (If no please explain)

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\_\_\_\_\_

\_\_\_\_\_

Signature: \_\_\_\_\_

Dean of Education or Executive Officer

Name (please print): \_\_\_\_\_

Date: \_\_\_\_\_

Mail To: California Commission on Teacher Credentialing,  
Professional Services Division  
Attention: Mary Sandy  
1900 Capitol Avenue  
Sacramento CA 95814 -4213

## DRAFT Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Preface: This standard functions in conjunction with Standards 7a & 7b on Reading. The competencies articulated in this standard are specific applications of Standard 7a, Elements (b) (f) & (I), and Standard 7b, Elements (a) (b) (c) & (d).

### **Program Standard 13: Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire knowledge, skills and ability 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 and achievement in relation to 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 backgrounds and experiences.