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Action

Professional Services Committee

English Learner Authorization and Intern Credentials

AGENDA INSERT

Executive Summary: This agenda item presents draft policy language regarding English Learner Authorizations and Intern Credentials.

Policy Question: Does the Commission wish to clarify its policy regarding the awarding of an English Learner Authorization to an Intern candidate only after the intern has completed preparation to teach English learners?

Recommended Action: Adopt policy regarding interns and the awarding of an English Learner Authorization. Direct staff to develop 1) proposed regulations for the Commission to consider at the April 2013 meeting, and 2) a process to work with intern programs regarding how programs will plan to provide preparation for the English Learner Authorization to interns who do not already hold this authorization.

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Strategic Plan Goal

I. Educator Quality

- ◆ Maintain expectations for educator preparedness and performance that are responsive to the needs of California's diverse student population and promote 21st century teaching and learning.

English Learner Authorization and Intern Credentials

During its March 7-8, 2013 meeting, the Commission will be considering a policy that would require all teachers, including intern credential holders, to be appropriately prepared to teach English learners before they are fully authorized to do so. In response to questions raised by stakeholders, this in-folder item offers several implementation options for Commission consideration. Discussion at the March 2013 Commission meeting will inform next steps, including the development of regulations for intern credentials.

Requirements for Earning an English Learner Authorization

Education Code §44253.3(b) specifies three requirements for earning an English learner authorization. In brief, the individual must hold a valid credential or permit, as specified, must complete preparation or pass the examination as determined by the Commission, and must have satisfied a second language requirement.

Commission-approved Routes for Earning an English Learner Authorization

The Commission has approved several routes for an individual to gain or demonstrate that he or she has the knowledge, skills, and abilities to teach English learners:

- Complete a Commission-approved Multiple Subject, Single Subject or Education Specialist Preliminary Teacher Preparation Program, where EL pedagogy is embedded in the program¹;
- Complete a Commission-approved California Teachers of English Learners (CTEL) Program or a Commission-approved Bilingual Authorization Program; or
- Pass the Commission-adopted California Teachers of English Learners (CTEL) Examination.

The scope of the content knowledge required for the authorization is addressed by the Commission-adopted CTEL Knowledge, Skills, and Abilities (KSAs) (http://www.ctel.nesinc.com/PDFs /CX_SGsection2.pdf). This same set of KSAs is reflected in the Commission's program standards for Multiple Subject, Single Subject, and Education Specialist Preliminary Teacher Preparation, the CTEL and Bilingual Program standards, and in the content specifications for the CTEL examination.

Discussion of Commission Policy Relative to the English Learner Authorization and Intern Credentials

The key policy issue discussed in this agenda item concerns the timing of *when* an authorization to teach students who are English learners should be awarded to an individual who holds an Intern Credential.

¹ Approved programs may fit within a variety of delivery models, including one-year student teaching based programs, multi-year blended programs, and two-year internship programs. The intern model relies on job-embedded, supervised preparation and is the only route that currently allows the individual to begin teaching prior to being fully prepared to teach English learners.

Some Intern Credential holders already have a valid English Learner Authorization (ELA), such as, for example, a Multiple Subject Credential holder who is serving on a Special Education Intern Credential. Those who already hold a valid California credential most likely have earned the full English learner authorization by virtue of their prior preparation and/or examination history. For these candidates, current Commission policy is that the English Learner Authorization once earned, applies to all credentials held by an individual. However, many Intern Credential holders do not hold another valid teaching credential and therefore have not completed the Commission-approved routes for earning an ELA as is shown in the table below:

Credential	Program Type	2010	2011	2012
Multiple Subject	University	378	241	270
	District	32	28	34
Single Subject	University	1000	787	576
	District	182	127	93
Education Specialist	University	1490	1329	1045
	District	330	250	234
Totals		3412	2762	2252

For Intern Credential holders who have not met the requirements for an ELA it is suggested that the Commission’s policy be that the full English Learner Authorization be awarded after the candidate completes the appropriate preparation or demonstrates competence by passing the appropriate examinations.

Options for Interns who have not completed the English Learner Preparation

Interns who have not satisfied the requirement for an ELA could be assigned to teach in classrooms with English learners under a temporary certificate and under the supervision of a teacher with the ELA until such time as the intern completes one of the Commission-approved routes.

To ensure that intern programs, interns, and employers are able to effectively implement the proposed English learner policy, the Commission could undertake the following actions:

1. The Commission could strengthen the pre-service component of an intern program so that it is sufficiently robust to ensure that interns are able to work effectively with English learners while they complete their preparation programs. The Commission could convene stakeholders to review the content of standards for multiple and single subject and education specialist programs and identify the essential components related to teaching English learners; establish a review process that allows program sponsors to demonstrate when and where preparation is provided to candidates in their programs; and establish a process to determine when interns can be recommended for a full ELA. This could be at the conclusion of pre-service, part-way through the intern program or at the completion of the intern program. If the Commission acts to clarify its policy in this way, it will create a means for interns to meet the standards through approved preparation.
2. Complete the regulatory process to allow an Intern to earn an ELA by passing the California Teachers of English Learners (CTEL) examinations.

3. For interns in programs that do not provide the opportunity to complete English learner preparation before the intern begins teaching, the Commission could identify or develop one or more avenues for employers to use if the intern must be assigned to a class that includes English learners. This would enable the intern to provide service to English learners and require that they serve under the supervision of a teacher with a full ELA while they complete additional preparation. Options could include:
 - a. The Variable Term Waiver;
 - b. An Emergency Crosscultural, Language and Academic Development (CLAD) Permit, which is currently issued primarily to out of state and outside the United states prepared teachers who have not yet completed preparation to teach English learners; or
 - c. The Commission could develop and issue a restricted EL authorization to interns and remove the restriction when they complete the appropriate preparation. The Certificate of Completion of Staff Development (CCSD) Guidelines (<http://www.ctc.ca.gov/educator-prep/bilingual-docs/Approved-1292-Guidelines.doc>) could be utilized for this purpose.²
4. Clarify and strengthen the requirements for supervision and support provided to interns during the program to better enable the Commission to monitor during program accreditation, consistent with statutory requirements and provisions for both the intern credential and the Emergency CLAD Permit.
 - a. Statutory language requires intern program sponsors and employers to provide special supervision and assistance to each intern above and beyond that given to other newly certificated and newly employed school personnel (EC §44465).
 - b. The Emergency CLAD Permit requires the employing agency to assign an experienced educator to guide and assist the holder of an Emergency CLAD or Bilingual Permit. The experienced educator must be a certificated employee of the employing agency, or a certificated retiree of a California school district or county office of education, and have completed at least three years of full-time classroom teaching experience.
5. Solicit input from stakeholders to inform Commission decisions and develop draft regulations for consideration at a future meeting. Draft regulations should include the strategy for authorizing interns as well as the method for granting a temporary authorization to teach English learners prior to the full authorization being earned.
6. Establish a timeline for implementation of the Commission's policy that allows for the development of regulations and supports program development and redesign, as necessary.

These options would ensure that the annual teacher supply report accurately reports the numbers of interns with full ELA and those teaching while completing the EL preparation.

² The CCSD authorizes the holder to teach Specially Designed Academic Instruction Delivered in English (SDAIE) to English learners (EL) within the subject matter content and grade level of the holder's prerequisite credential if the intern completes a 45 hour program in pre-service.