

COMMISSION ON TEACHER CREDENTIALING

Supporting English Learners
with Disabilities Symposium
May 3, 2016



PREPARING TEACHERS TO SUPPORT ENGLISH LEARNERS WITH DISABILITIES

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OUTCOMES

- Better understanding of the role, purpose and functions of the Commission on Teacher Credentialing
- Understanding of current preparation for all teachers who serve English Learners (ELs) in California schools
- Specific preparation of teachers for serving EL students with disabilities
- How to stay informed and participate

PUBLIC SCHOOLS IN CALIFORNIA

- Preschools (Pre-Kindergarten)
- Elementary Schools (K-5, K-6)
- Middle Schools (5-7, 6-8)
- Junior High Schools (7-8, 7-9)
- High Schools (9-12)

CA TEACHING CREDENTIALS

- Multiple Subject - instruction to the same students in several academic subjects
- Single Subject - instruction in one content area throughout the day, to different groups of students or grade levels
- Education Specialist –instruction to students based on their identified disability (MM, MS, ECSE, DHH, VI, PHI, LAD)

COMMISSION ON TEACHER CREDENTIALING (CTC)

- California's state teacher and educator licensing agency
- Oldest independent standards board in the nation (one of 17 such boards)
- Commissioners appointed by the Governor and represent specific constituencies



COMMISSION RESPONSIBILITIES

- **Accreditation** – standards development, program approval, program review and accreditation
- **Certification** – Process applications and issue credentials or documents.
- **Discipline** – investigate misconduct and take adverse action when needed



NO CTC AUTHORITY OF LOCAL POLICIES

- Hiring Teachers for Schools
- Specific Placement of Educators
- Retention Policies
- Professional Development

PREPARING TEACHERS

Commission on Teacher Credentialing

- Sets standards and requirements for educator preparation
- Provides oversight of educator preparation programs

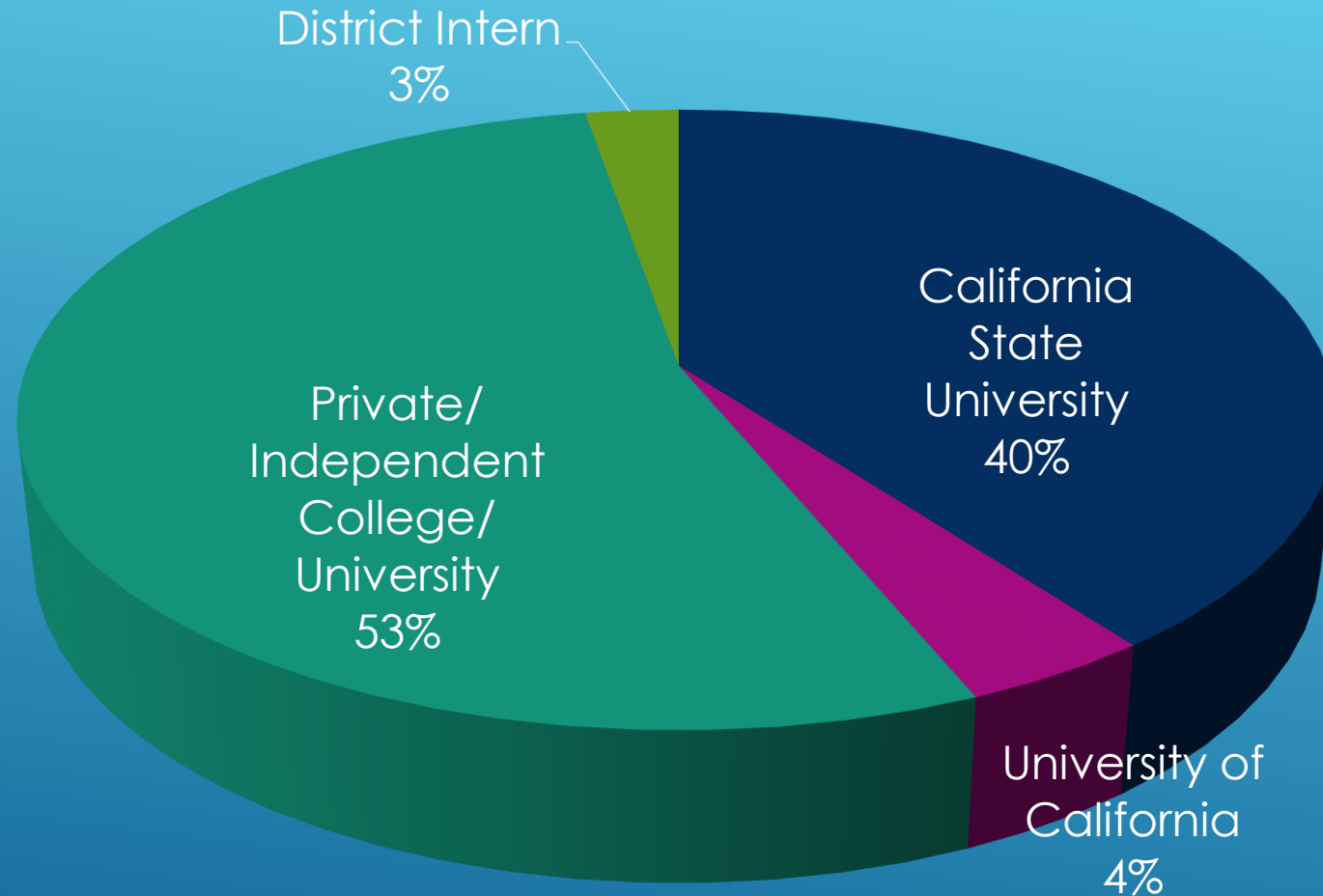
Colleges and Universities (IHEs)

- Develop programs to prepare educators
- Recommend candidates for credentials

Local Education Agencies (LEAs)

- Prepare and recommend educators
- Partner with Commission-approved programs to provide and supervise fieldwork for credential candidates

WHO PREPARES NEW TEACHERS IN CALIFORNIA?



Data include both program enrollment and program completers in Academic Year 2013-14.

CALIFORNIA LANGUAGE CENSUS

6,243,331 CA Students (K-12)

2,672,128 = Home Language other than English

- 1,279,865 - **Fluent** English Proficient
- 1,392,263 - **English** Learners (ELs)

Source: CDE Data Reporting Office (Fall 2014 Data)

California Teachers need Knowledge, Skills and Abilities to provide language development and academic instruction in English to students learning English (English Learners)

ENGLISH LEARNER SERVICES

“... For these pupils to have access to quality education, their special needs must be met by teachers who have essential skills and knowledge related to English language development, specially designed content instruction delivered in English, and content instruction delivered in the pupils’ primary languages. . .”

California Education Code §44253.1

TYPES OF ENGLISH LEARNER SERVICES

Specially Designed Academic Instruction in English (SDAIE)

- Instruction in subject matter, such as math or social science, presented in English

English Language Development (ELD)

- Designated ELD
- Integrated ELD

Content Instruction delivered in student's primary language (L1)

CA PRELIMINARY TEACHING CREDENTIALS

July 1, 2003 – CTC may only grant initial teaching credentials that include preparation and authorization for instruction of English Learners

- Multiple Subject
- Single Subject
- Education Specialist

California Education Code §44259.5

COMPLETE EL AUTHORIZATION (ELA 1)

Scope of the Authorization:

- SDAIE and ELD in the grade levels, subjects and settings authorized by the prerequisite teaching credential **and**
- ELD as a separate departmentalized content area in grades Pre-K-12 and for adults

COMMISSION ACTION –8/8/2012

- Response to recommendations of ELA Advisory Panel regarding changes to ELA Structure for initial teaching credentials
- Authorization provided through teacher preparation, MS/SS/Ed Sp will be **limited to SDAIE and ELD in the setting and content area of the credential**
- Complete ELA can still be earned by CTEL/CLAD certificate, SS/WL: ELD credential, and the bilingual authorization

ENROLLED - JANUARY 1, 2014 OR AFTER

| EL Authorization Route | Revised Scope of EL Authorization |
|--|---|
| M ultiple Subject Teaching Credentials | SDAIE and ELD in self-contained and core settings |
| S ingle Subject Teaching Credentials | SDAIE and ELD within the content area(s) authorized on the credential |
| E ducation Specialist Instruction Credentials | SDAIE and ELD for students with special needs across the full continuum of placement options indicated in the students' IEPs and in alignment with the disability categories authorized by the teacher's credential and authorizations |

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

...describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

CA CURRENTLY ISSUED FOR EL SERVICES

All CA Preliminary Credentials (ELD/SDAIE)

- Multiple Subject (ELAM)
- Single Subject (ELAS)
- Education Specialist (ELAE)

Separate CLAD certificate/ELA authorization (ELA1)

Bilingual authorization (BILA) Complete ELA and L1 language and content instruction

BILINGUAL AUTHORIZATION (BILA) (2008)

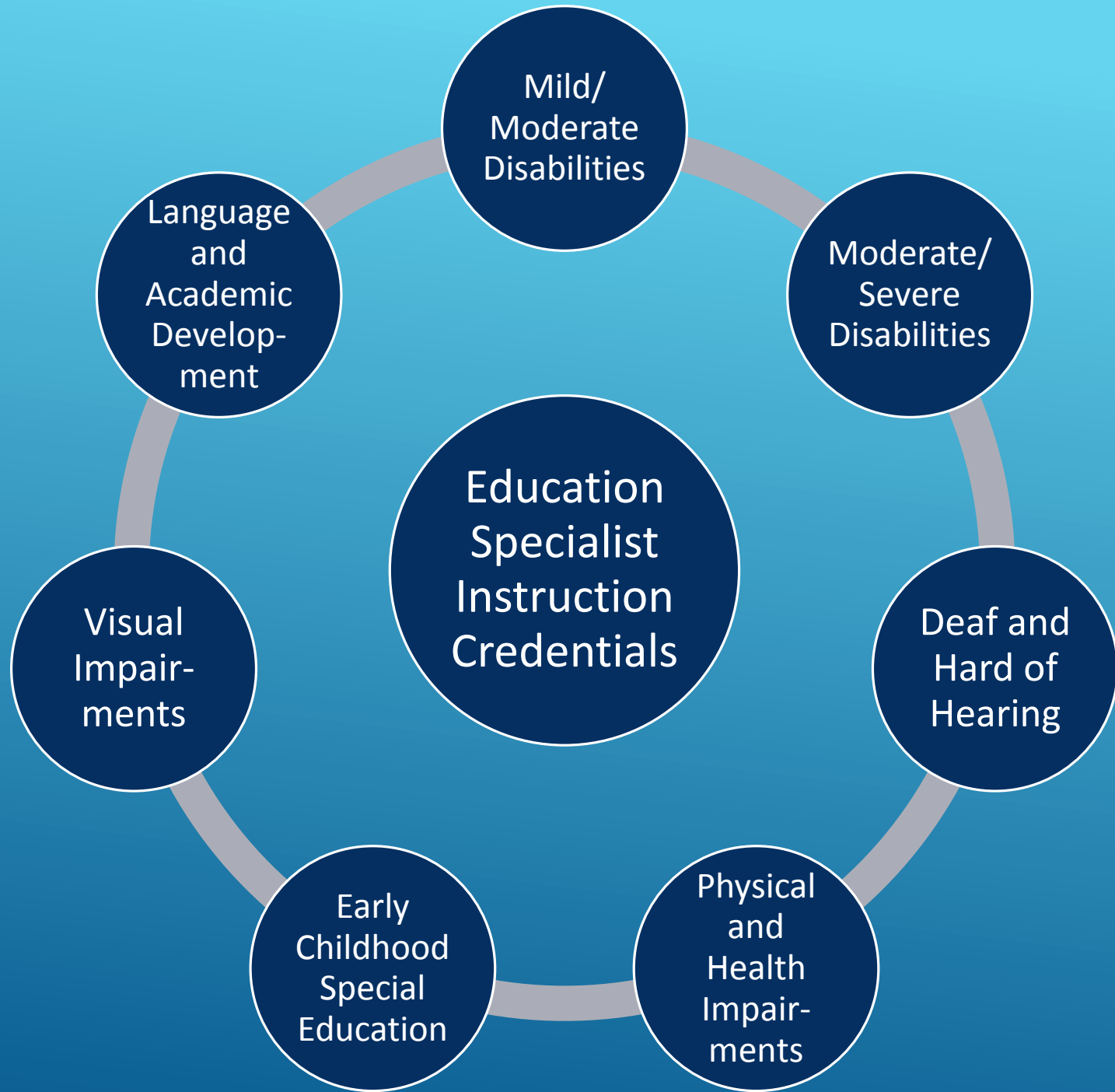
Earned concurrent with or subsequent to a teaching credential, content includes:

- The Context for Bilingual Education and Bilingualism
- Bilingual Methodology - Instruction in 2 languages
- Culture of Emphasis - (language group)
- Language Competency in language of the authorization

TEACHING ENGLISH LEARNERS WITH DISABILITIES

Data from 2012-13 shows that approximately 195,000 students were identified as English Learners with disabilities in California

Source: Statewide Task Force on Special Education Report, March 2015



EDUCATION SPECIALIST

(MM, MS, ECSE, DHH, VI, PHI, LAD)

ALL Education Specialist Teacher Preparation Programs include:

- Preparation for providing instruction in English Language Development
- Preparation for providing SDAIE within the specialty area and grade level authorization of the credential

EDUCATION SPECIALIST

Teaching credential candidates must demonstrate competency of:

- Program Standard 10: Preparation to Teach English Language Learners
- Teaching Performance Expectations (TPEs), including #7: Teaching English Learners

EDUCATION SPECIALIST PROGRAM STANDARD 10

- Candidates learn foundations for successful English Learner achievement
- Candidates understand effective program design and structures for ELs
- Candidates understand and implement effective instructional practices for ELD and content instruction for ELs

EDUCATION SPECIALIST PROGRAM STANDARD 10

- Candidates learn to consider issues of language learning vs. language disability and how these relate to academic achievement
- Candidates learn a variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support
- Candidates learn to write IEP goals and objectives that are linguistically appropriate for ELs

EDUCATION SPECIALIST TPEs

TPE 3 - Interpretation and Use of Assessments

Candidates interpret assessment data to identify the level of proficiency of ELs in language development as well as in the students' native language.

TPE 12 - Professional, Legal, and Ethical Obligations

Candidates understand important elements of California and federal laws and procedures pertaining to the education of all learners including ELs, and students with disabilities.

TPE 7 - Teaching English Learners

- Teachers know and can apply pedagogical theories, principles, instructional practices for comprehensive instruction of ELs, including students who are non-verbal
- Teachers are able to assess ELs with disabilities
- Distinguish between language acquisition and disability

TPE 7 - Teaching English Learners

- Implement and apply specialized instructional methods and theories for ELD leading to comprehensive literacy in English
- Use info about students' backgrounds, prior learning, and native language to provide instruction differentiated to students' language abilities
- Develop a linguistically appropriate IEP/IFSP/transition goals and planning lessons for ELD within academic content

LANGUAGE AND ACADEMIC DEVELOPMENT CREDENTIAL

- Regulations approved in 2011
- Currently 3 LAD programs in CA
- Focus on literacy, communication, and language skills
- Teacher can provide instructional services in preschool-grade 12, up to age 22
- Credential does not take the place of speech and language services

LANGUAGE AND ACADEMIC DEVELOPMENT CREDENTIAL

- Serve across all federal disability areas
- Students identified with academic communication and language needs in language development, school readiness and social skills, and literacy development addressing competencies across the curriculum

LANGUAGE AND ACADEMIC DEVELOPMENT CREDENTIAL

LAD Program Standards

- Candidates have knowledge of the characteristics of second language development and the distinction between language disorders, disabilities, and differences.
- Candidates identify and utilize current research based strategies, methods, and materials for developing fluent reading across ages and environments, including speakers of English and ELs.



OPPORTUNITIES FOR INPUT

- **Draft TPEs** - undergoing a systematic validity study, return to the Commission in June for review and possible adoption. Draft TPEs, when adopted, would apply to multiple and single subject teacher candidates.
- **Study session** - developing a shared vision for the preparation of educators to teach students with disabilities; scheduled during June commission meeting.

For more information:

- CTC Education Specialist Teaching and Other Related Services Credential Program Standards: www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards-2014.pdf
- Statewide Special Education Task Force: www.smcoe.org/about-smcoe/statewide-special-education-task-force/
- CTC's Meetings webpage <http://www.ctc.ca.gov/commission/meetings.html>



Welcome to the Commission on Teacher Credentialing

The purpose of the Commission is to inspire, educate and protect the students of California. The Commission envisions all of California's diverse learners, preschool through grade 12, will be inspired and prepared to achieve their highest potential by a well-prepared and exceptionally qualified educator workforce.

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Announcements

- > Educator Supply and Demand
Data dashboards pertaining to California's Educator Supply and Demand are now available. April 6, 2016
-> April 2016 Commission Meeting Agenda
The April 13-15, 2016 Commission Agenda is now available. Item 7B will be posted next week. April 1, 2016
-> Commission at a Glance
The Commission at a Glance for 2014-2015 is now available.
-> February 2016 Commission Meeting Agenda
The February 11-12, 2016 Commission Agenda is now available. January 29, 2016

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