Loyola Marymount University
Center for Equity for English Learners

The English Learner Roadmap Toolkit for Institutes of Higher Education (IHEs)

(Re)Designing Educator Preparation Focused on Equity for English Learner/Multilingual Students

About CEEL

Mission: The Center for Equity for English Learners (CEEL), a multi-disciplinary center of Loyola Marymount University's School of Education, ensures equity and excellence in English Learner and Multilingual education by transforming educational systems and practices as collaborative leaders in research, professional learning, and policy to positively impact generations of students and communities.

Vision: The field of English Learner and Multilingual education is appropriately funded, enacts research and evidence-based practices, and is fully integrated into the United States education system. Language, literacy, and content instruction for English Learner and Multilingual students is delivered in an equitable and just way. English Learner students and their families are treated with respect and engaged as partners in the education process.

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Acknowledgments

About the Authors

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Dr. Anaida Colón-Muñiz is Professor Emerita at the Attallah College of Educational Studies, Chapman University in California, beginning her career as a bilingual teacher almost 50 years ago, and is a 15-year veteran administrator of bilingual programs for several districts. Her research interests include critical bilingual multicultural education, teacher education, and the civil rights of Latinos in the U.S. Colón-Muñiz has dedicated her life's work to the improvement of educational opportunities for poor language minority children, with an emphasis on the role of teachers and teacher educators, community education and activism. At national, state, and local levels she advocates for English learning students, as well as women's rights. She directed Centro Comunitario de Educación, a Chapman University initiative in downtown Santa Ana, CA for 7 years. Her most recent book, Latino Civil Rights in Education: LA LUCHA SIGUE, co-edited with Magaly Lavadenz narrates the history of Latinos in education and the struggle for civil and language rights, equity and social justice using a Freirean critical lens.

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Dr. Magaly Lavadenz is the Leavey Presidential Endowed Chair in Ethics and Moral Leadership and founding Executive Director of the Center for Equity for English Learners (CEEL) at Loyola Marymount University (LMU). Her research addresses the intersections and impact of policies and practices for culturally and linguistically diverse students, their teachers and school leaders. She has held various leadership positions as President of Californians Together, California Association for Bilingual Education, the California Association for Bilingual Teacher Education and the California Council on Teacher Education. Her work is published in numerous articles, chapters and books and her K-12 teaching career includes serving as a bilingual paraprofessional, elementary bilingual educator, and as a K-12 English as a Second Language Teacher Specialist.

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Contents

Section 1: Introduction

The State Board of Education adopted the California English Learner Roadmap (ELR) policy on July 12, 2017, which authorizes districts and schools to implement the principles outlined in the law:[1] SECTION 1. The Legislature finds and declares all of the following:

> (a) The State Board of Education adopted the California English Learner Roadmap policy on July 12, 2017, to assist the State Department of Education in providing guidance to local educational agencies in welcoming, understanding, and educating the diverse population of pupils who are English learners attending California public schools.
> (b) The California English Learner Roadmap policy is designed to strengthen comprehensive educational policies, programs, and practices for English learners, and it explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes.
> (c) If the California English Learner Roadmap policy is properly articulated and coordinated with other efforts to improve learning outcomes in this state, it will enable the state's large population of English learners to attain college- and career-ready standards.

The California legislature approved SB-594 Pupil instruction: English Learner Roadmap Initiative (2019-2020) to support the implementation of the *English Learner Roadmap* (ELR). The California Department of Education has designated the ELR to address the structural deficiencies that have led to underachievement (Barton & Coley, 2009; Gándara, 2010; Gándara, & Hopkins, 2010; Haycock, 2001; Lee, 2002; Pew Research Center, 2015) in California's English Learner population.

Since the adoption of the *English Learner Roadmap* (CDE, 2017), teachers, school leaders, and support staff have been called to initiate improvements based on its key principles. As Institutions of Higher Education (IHE) and others charged with preparing California's educators, *we* are responsible for, then, addressing the mandates of the ELR to more effectively design preparation programs that are focused, well-researched and responsive to our preschool -12 (P-12) partners. In order to redress systemic educational inequities for English Learners in California schools, deans, associate deans, program coordinators, faculty and staff have this opportunity to begin to engage in reflective processes to plan, improve, and redesign programs as needed.

Purpose of the Toolkit

The California English Learner Roadmap Toolkit for Institutes of Higher Education was developed in response to a recognized need to address the limitations relative to the education of English Learner and Multilingual students in California's current university credentialing programs for teacher education, counseling, and educational administration/leadership.

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[1] From *Today's Law as Amended –SB-594 Pupil Instruction: English Learner Roadmap Initiative,* by Office of Legislative Counsel, 2022 (https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill_id=201920200SB594&showamends=false).

The purpose of this Toolkit is to:

1. Provide a **context** for California's university and other professional credentialing programs' obligation to engage in reflection and (re)design processes that prioritize preparation of candidates who are well-equipped to serve culturally and linguistically diverse students in preschool-12 (P-12) settings.
2. Delineate the **process and results** of an examination of the alignment between the standards for Teacher Education, School Counseling and Educational Administration/Leadership Credential Programs and the *CA English Learner Roadmap*.
3. **Offer tools** that respond to the urgent need for a more precise alignment of the aforementioned sets of standards with the *CA English Learner Roadmap* to meet the needs of California's English Learner and Multilingual student population.

Addressing Inequities and Renewed Opportunities for Educator Preparation

Over the years, research has identified education practices and opportunity gaps which have failed to address the strengths and critical needs of the English Learner student population. This situation contributes to lower achievement, higher dropout rates, discipline problems, and other less favorable outcomes than what is outlined for English Learners in the existing vision and mission statement for the state of California (Cook, Pérusse & Rojas, 2012; Lee, 2002; Lucas & Grinberg, 2008; Ochoa & Cadiero-Kaplan, 2004; Schwartz, 2001; Smith, 2005; National Center for Education Statistics, 2017; Warren, 2002).

California's professional preservice preparation programs for teachers, school counselors, and educational administrators/leaders have not sufficiently addressed the knowledge, skills, and abilities that are necessary for their candidates to adequately meet the needs of California's English Learner students once these professionals enter the field (California Commission , 2004; Clemente & Collison, 2000; Darling-Hammond & Orphanos, 2007; de Jong & Harper, 2005; de Jong & Harper, 2011; de Jong & Naranjo, 2019; Esch, et al., 2005; Faubert & Gonzalez, 2008; Irby, et al., 2012; Markos, 2012; Menken & Antuñez, 2001; Stepanek, et al., 2010; Turkan & Oliveri, 2014; National Center for Education Statistics, 2017).

Unfortunately, while some efforts have been made to prepare candidates about English Learners through pedagogical strategies, coursework and fieldwork embedded in our university programs, the ELR has been primarily absent from program standards and coursework. And, in order for our new professionals to be successful with one of California's most vulnerable populations of students in P-12 settings, English Learners, we must address the serious gaps in all credentialing areas—teaching, counseling and administration. Esch, et al (2005) found that "...special education students and English language learners are more likely to have teachers who are not adequately prepared to teach them" (p. viii). There is a clear and compelling need to focus on strengthening the structure, course work, and fieldwork of these preparation programs.

 A 2017 Department of Education report pointed to the fact that, "English Learners have lower graduation rates, limited access to college and career readiness programs, and limited placement

into gifted education programs compared to their White counterparts at the preschool, elementary and secondary levels." (As cited in Johnson & Cain, 2019, p.1). In his research on math education, Flores (2007) points to poor teacher quality, low expectations of student performance, few classroom resources, a debilitated curriculum, and little parent outreach as factors that contribute to low Latino achievement.

The *CA English Learner Roadmap* is based on findings in the research and literature about structural elements, including the ways schools are designed and administered, and whether EL students' linguistic, academic, and social needs are either met or neglected by teachers and counselors (Esch et al., 2005; Hakuta, 2011; Karabenick & Noda, 2004; Karathanos, 2009; Madrid, 2011; Moll et al., 1992; Walker et al., 2004; Warren, 2002). This leads to questions about how university programs are preparing our education professionals and their program quality (Darling-Hammond et al., 2002). Much needed *earlier* efforts, at the pre-service level, are required to prepare educators concerned with the low academic performance of English learners and to prevent the high number of long-term English learners and lagging graduation rates (Barton & Coley, 2009; Gándara, 2010; Gándara & Hopkins, 2010; Haycock, 2001; Olsen, 2010; Lee, 2002; Pew Research Center, 2015) as well as the resulting limited access to post-secondary education (Johnson & Sengupta, 2009).

At the P-12 level, these areas of concern led to the formation of a roadmap to usher in a set of principles by which EL students could be guided towards a more successful educational trajectory, with higher performance resulting from holistic, culturally relevant, and comprehensive EL programs within improved conditions for better schooling. The corresponding professional learning for current educators is already underway (Banks et al., 2001; Borsato, 2006; Bottom Regional Education Boards, 2001; Darling-Hammond & Orphanos, 2007; Duran, 2008; Esch et al., 2005; Lindsey et al., 1999; Moll et al., 1992; Riehl, 2000; Smith, 2005; Schwallie-Giddis et al., 2004; Vega, 2010). The aim of the *EL Roadmap* and this Toolkit is thus to focus on educator preparation.

Educator preparation programs play a critical role in preparing the very professionals who determine what educational encounters children have daily, their quality of schooling, the type of counseling and supports they receive, the ways schools are administered, and ultimately, students' academic success or failure (Applegate, 2002; Gay & Kirkland, 2003; Šarić & Šteh, 2017) Figure 1 provides examples of the many ways that educational professionals affect the quality of schooling for English Learner and Multilingual students, and this depends heavily upon the excellence, relevance, and currency of the programs that prepare them.

Figure 1. *Ways that Educators Impact the Quality of Schooling for English Learners and Multilingual Students*

Teachers

- Classroom environment/climate and organization for ELs
- Rigorous and relevant EL curriculum, materials, and instruction
- Effective classroom management, social-emotional support, and positive behavioral intervention support
- Communication, collaboration, and engagement with immigrant and EL parents and families

School Counselors and Other Pupil Services

- Course scheduling (especially for secondary ELs)
- EL Advisement (college and career)
- Crisis management and social-emotional support
- Work with at-risk students
- Positive behavioral intervention and support

Administrators

- Development and functioning of school systems, structures, programs, and communication
- Scheduling, assignment and professional development of EL teachers and other personnel
- EL budgeting and resource allocation
- EL parent, advisory groups, and community relations
- Articulation with school boards, state educational agencies, businesses, and community stakeholders

Key Areas that Impact Systems

- Graduation rates
- Truancy and dropout rates
- School to prison pipeline
- College acceptance and entrance
- Community growth and stability
- School, district, and statewide EL student performance P-12

Everything matters and impacts the experiences that English Learner students have in schools. California's teacher education, school counseling, and educational administration/leadership credentialing programs, and the individuals responsible for the quality of these programs, must do their best to respond to this call for excellence. If we are to see a positive change in the outcomes of English Learners in California, then IHEs must ensure the exceptional and rigorous preparation of its candidates who will be charged with providing distinctive educational, social, and emotional services essential to the success of English Learners (American Federation of Teachers, 2004; American School Counselor Association, 2012; California Department of Education, 2008; Garcia, 1996; Haycock, 2001; Portman, 2009; Sadowski, 2001; Schwartz, 2001; Téllez & Waxman, 2006).

Toolkit Organization

This publication provides IHE-friendly information and tools prepared by experienced professionals knowledgeable and well-informed on the *English Learner Roadmap*. With decades of university experience in higher education and expertise in credentialing programs, coordination, and certification as well as program development, experts on English Learner education have thoughtfully arranged this series of tools with information, design/redesign, and reflection components intended to support IHE preparation programs. Figure 2 outlines the organization of this Toolkit by section.

Figure 2. *Organization of The California English Learner Roadmap Toolkit for Institutes of Higher Education*

Section 1
Introduction and Rationale

Section 2
English Learner Roadmap (ELR) Overview

Section 3
Preparing for (Re)Design with the ELR

Section 4
Aligning University Programs with the ELR

Section 5
Resources, Research, Appendices

Section 2 TOOLS

1: English Learner Roadmap Alignment Review

2: English Learner Roadmap Alignment Crosswalk Reflection Tool

Section 3 TOOLS

3: Design/Redesign Team Composition

Section 4 TOOLS

4A: Quality of an ELR-Aligned Program

4B: Program Revision Assessment and Recommendations

4C: Aligning Our Philosophy Statement

4D: Evidence of Structures for Program (Re)design

4E: Program Design Reflection

4F: Sample ELR-Aligned Course/Field work Assignments and Activities

Section 2: English Learner Roadmap Principles Overview

The *CA English Learner Roadmap* policy presents an opportunity for systems-alignment and university-district collaboration to address inequities and operationalize the mission and vision for English Learner education as stated in the policy.

Mission

California schools affirm, welcome, and respond to a diverse range of English (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

Vision

English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

The *CA English Learner Roadmap (ELR)* policy is a dynamic collection of resources and guidance intended to assist local educational agencies to implement California's 21st century college-and-career-ready standards, curriculum, instructional programs, and assessments.

Four key principles guide the ELR to assist educators in all realms of education to address the multiple needs of English learners at every level of the existing educational structures, elementary, secondary teaching, counseling, administration/leadership, and professional preparation programs in higher education. "Underlying this systemic application of the CA EL Roadmap principles is the foundational understanding that English learners are the shared responsibility of all educators and that all levels of the educational system have a role to play in ensuring the access and achievement of the over 1.3 million English learners who attend California schools."[2]

<u>Principle One: Assets-Oriented and Needs-Responsive Schools</u>
Pre-schools and schools are responsive to different English Learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

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[2] From the *English Learner Roadmap* principles overview. *The California English Learner Roadmap: Strengthening comprehensive educational policies, programs, and practices for English learners* is a dynamic collection of resources and guidance by the California Department of Education, 2022a (https://www.cde.ca.gov/sp/el/rm/principles.asp).

Principle Two: Intellectual Quality of Instruction and Meaningful Access
English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Three: System Conditions that Support Effectiveness
Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English Learners.

Principle Four: Alignment and Articulation Within and Across Systems
English Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Implications for Educator Preparation Programs

The four principles embedded in the ELR make clear how every element contributes to how we design, support, and monitor schooling experiences from preschool to high school graduation, from the physical building to the curriculum, to the pedagogy, to the social environment, to the leadership, and to the assessment and evaluation…everything matters.

Tool 1: English Learner Roadmap Alignment Review Tool

The purpose of this tool is to support teacher, counselor, and educational administration preparation program teams to explore how well programs are aligned to the California ELR principles and their specific elements. It allows for a review of standard expectations and their alignment to specific elements detailed in the ELR principles. Ultimately, this tool has the potential to support building the capacity of programs to prepare educators who can meet the needs of English Learners once they are placed in the field for practice and later hired as qualified professionals.

This tool allows program personnel to look at each of the specific standard performance expectations and assess their alignment vis-à-vis the specific elements outlined in the ELR principles.

We recommend the following process to engage interdisciplinary educator preparation program teams in an applied use of this tool.

1. Review the ELR principles and their elements. Highlight key words and phrases.

2. Review the credential area standard performance expectations.

> Program Standard Performance Expectations (hyperlinked here)
> ☐   2016 California Teaching Performance Expectations (TPE)[3]
>
> ☐   2017 California Administrator Content and Performance Expectations (CACE/CAPE)[4]
>
> ☐   2020 California Pupil Personnel Services: School Counseling Performance Expectations (SCPE) [5] Note: Section for school counselors only begins on page 9 of document.

3. Compare each of the ELR principles with the standard performance expectation for each of the program areas. This is intended as a quick review to identify potential areas of alignment or misalignment.

4. Where an ELR principle (element) is addressed, enter the number of the expectation in the corresponding column.

5. Discuss with a colleague:
    •   What did you notice? Did you discover any alignment or misalignment, and where in the standards?

    •   How can the ELR inform IHE educator preparation programs like ours?

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[3] https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf
[4] https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2
[5] https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf.pdf?sfvrsn=28e552b1_4#:~:text=The%20School%20Counselor%20Performance%20Expectations%20(SCPEs)%20describe%20the%20set%20of,students%20in%20an%20educational%20setting.

Tool 1: English Learner Roadmap (ELR) Alignment Review

Activity: Review of the CA ELR Principles' Elements to identify potential crosswalks with educator standards expectations for credential areas.

This tool helps teacher, counselor, and educational administration preparation program teams explore how well programs are aligned to the <u>California ELR principles and their specific elements</u>. It allows for a review of standards expectations and their alignment to specific elements detailed in the ELR principles.

ELR Principles (elements) and Alignment to Educator Programs - Check whether or not the principle is clearly articulated in each of the expectations. Enter the number/s of the expectations where these are clearly indicated for English Learners.	Teacher Education TPE	School Counseling PPS/SCPE	Ed Admin / Leadership CAPE
PRINCIPLE ONE: Assets-Oriented and Needs-Responsive Schools			
ELEMENTS: Each principle is broken down into its corresponding element. Below are Principle One's elements.			
Element 1.A: Language and Culture as Assets			
The languages and cultures English Learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.			
Element 1.B: English Learner Profiles			
Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English Learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. Similarly, students entering in kindergarten versus in later grades. The needs of long-term English Learners are vastly different from recently arrived students (who in turn vary in their prior formal education). Districts vary considerably in the distribution of these EL profiles, so no single program or instructional approach works for all EL students.			
Element 1.C: School Climate			
School climates and campuses are affirming, inclusive, and safe.			
Element 1.D: Family and School Partnerships			
Schools value and build strong family and school partnerships.			
Element 1.E: English Learners with Disabilities			
Schools and districts develop a collaborative framework for identifying English Learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers, thus leveraging expertise specific to English Learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.			

ELR Principles (elements) and Alignment to Educator Programs - Check whether or not the principle is clearly articulated in each of the expectations. Enter the number/s of the expectations where these are clearly indicated for English Learners.	Teacher Education TPE	School Counseling PPS/SCPE	Ed Admin / Leadership CAPE
PRINCIPLE TWO: Intellectual Quality of Instruction and Meaningful Access			
ELEMENTS: Each principle is broken down into its corresponding element. Below are Principle Two's elements.			
Element 2.A: Integrated and Designated English Language Development (ELD)			
Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).			
Element 2.B: Intellectually Rich, Standards-based Curriculum			
Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.			
Element 2.C: High Expectations			
Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English Learners as for all students in each of the content areas.			
Element 2.D: Access to the Full Curriculum			
English Learners are provided access to the full curriculum along with the provision of appropriate English Learner (EL) supports and services.			
Element 2.E: Use of Students' Home Languages			
Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.			
Element 2.F: Rigorous Instructional Material			
Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English Learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.			
Element 2.G: Programmatic Choice			
English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.			

ELR Principles (elements) and Alignment to Educator Programs - Check whether or not the principle is clearly articulated in each of the expectations. Enter the number/s of the expectations where these are clearly indicated for English Learners.	Teacher Education TPE	School Counseling PPS/SCPE	Ed Admin / Leadership CAPE
PRINCIPLE THREE - System Conditions that Support Effectiveness			
ELEMENTS : Each principle is broken down into its corresponding elements. Below are Principle Three's elements.			
Element 3.A: Leadership			
Leaders establish clear goals and commitments to English Learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the EL Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.			
Element 3.B: Adequate Resources			
The school system invests adequate resources to support the conditions required to address EL needs.			
Element 3.C: Assessments			
A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.			
Elements 3.D: Capacity Building			
Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English Learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English Learners, including bilingual teachers.			
PRINCIPLE FOUR - Alignment and Articulation within and Across Systems			
ELEMENTS: Each principle is broken down into its corresponding elements. Below are Principle Four's elements.			
Element 4.A: Alignment and Articulation			
English Learner (EL) educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.			
Element 4.B: Providing Extra Resources			
Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after-school and other entities to provide additional support for English Learners, to accommodate the extra challenges English Learners face in learning English and accessing/mastering all academic subject matter.			
Element 4.C: Coherency			
EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.			

Relational Analysis Process, Results and Reflection

After interdisciplinary teams review the principles and elements of the ELR and possible alignment to program standard performance expectations (Tool 1), we recommend engaging in the use of Tool 2: *English Learner Roadmap Alignment Crosswalk Reflection Tool*. This section provides: (1) a description of the relational content analysis process used to rate the alignment between the educator program performance expectations, (2) a summary of results by program type (Teacher Education, Counseling, and Administration/Leadership), and (3) the analysis and reflection of findings with input from faculty and field experts.

Tool 2: English Learner Roadmap Alignment Crosswalk Reflection Tool

Tool 2 consists of a 3-part crosswalk Matrix developed using teacher education, school counseling, and educational administration/leadership programs and the standard expectations for each program to assess how well California Commission on Teacher Credentialing (CTC) program standard expectations are currently aligned to the elements outlined in the ELR principles. The process of reviewing and reflecting on these crosswalk matrices may assist in planning, upgrading, and/or assessing each credential program's alignment vis-à-vis the English Learner Roadmap and the standard expectations. Your teams can follow a similar process with the Tool 2 template. These matrices can be found in Appendices B-D.

This Tool was used to explore the alignment of the current State of California standard performance expectations with the ELR; specifically, teacher education, counseling, and administration/leadership, through relational content analysis (Holsti, 1969),and designations highlighted the level of emphasis currently given via key words, themes, or concepts present in each of the Program Standard Expectations (see Figure 3 for sample color coding using Teacher Education). These specific comparisons were then used to determine the level of alignment.

Figure 3. *Relational Analysis Coding Sample: CTC Teacher Performance Expectations and English Learner Roadmap (ELR) Principle 1 Elements*

CTC Teacher Performance Expectations	ELR Prin. 1
TPE 1: Engaging and Supporting All Students in Learning Elements Beginning Teachers Overall Ratings (detail below)	M
1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	1a, 1b
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	1d, 1e
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	1a
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	1b1e

Element 1.A: Language and Culture as Assets
The languages and cultures English learners bring to their education are assets that are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

Element 1.B: English Learner Profiles
…programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels…

Element 1.C: School Climate
School climates and campuses affirming, inclusive, and safe.

Element 1.D: Family and School Partnerships
Schools value and build strong family & school partnerships.

Element 1.E: English Learners with Disabilities
… framework for identifying English learners with disabilities and use valid assessment practices…appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers…IEP addresses academic goals for student language development, as called for in state and national policy recommendations.

COLOR CODING KEY

Yellow highlighted words or phrases from the CTC Teacher Performance Expectations relate to Principle 1 of the ELR, Element 1A.

Blue highlighted words or phrases from the CTC Teacher Performance Expectations relate to Principle 1 of the ELR, Element 1B.

Purple highlighted words or phrases from the CTC Teacher Performance Expectations relate to Principle 1 of the ELR, Element 1C.

Green highlighted words or phrases from the CTC Teacher Performance Expectations relate to Principle 1 of the ELR, Element 1D.

Gray highlighted words or phrases from the CTC Teacher Performance Expectations relate to Principle 1 of the ELR, Element 1E.

The relational analysis approach allowed for both qualitative and quantitative analysis and credibility (Elo et al., 2014). There were four levels of focus used to designate to what extent the current California (CTC) standards and expectations for teaching, school counseling, and educational administration/leadership address each of the four principles in the ELR. These levels are: High, Moderate, Low, or Negligible. As noted earlier, color coding allowed for the comparison to determine the level of alignment. Given that the ELR Principle elements vary in number, the designations for High, Moderate, Low, and Negligible are quantified accordingly. The number of standard expectations for each credential program also vary, so you will notice that the tables

differ according to program. Figure 4 provides an example of the template that was used to quantify the number of aligned elements for School Counseling and thus determine an overall rating for each performance expectation.

Figure 4. *School Counseling Performance Expectations (SCPE): Sample of Partially Completed Summary Chart*

	CA ENGLISH LEARNER ROADMAP PRINCIPLES			
	1 (5 elements)	2 (7 elements)	3 (4 elements)	4 (3 elements)
Standard School Counseling Performance Expectations (SCPE)	5 = high 3-4 = moderate 2 = low 0-1 = negligible	7 = high 5-6 = moderate 2-4 = low 0-1 = negligible	4 = high 3 = moderate 2 = low 0-1 = negligible	3= high 2 = moderate 1 = low 0 = negligible
SCPE 1	N (0 of 5)	N (0 of 7)	N (0 of 4)	N (0 of 3)
SCPE 2	L (2 of 5)	N (0 of 7)	N (1 of 4)	N (0 of 3)
SCPE 3				
SCPE 4				
SCPE 5				
SCPE 6				
SCPE 7				
SCPE 8				
SCPE 9				

High (H) indicates that there is high evidence (90-100%), in that all of the elements from the ELR principle being noted are found in some segment of the standard expectations and are mentioned at least once (i.e., 5 of 5 elements in Principle 1, etc.). As an example, high evidence would reflect that English Learners are specifically named and addressed in the standard, and that there are expectations for culturally relevant, highly effective/research-based approaches, strategies, and methods identified.

Moderate (M) indicates that there is some evidence (60%-89%) of elements from the ELR principle being noted. For example, some mention of ELs and statements connected to equity and access "for all learners".

Low (L) indicates that there is little evidence (26%-59%) of elements from the ELR principle being noted. For example, ELs are not mentioned specifically, but there is some mention of effort to address issues of equity.

Negligible (N) indicates no or almost no evidence (25% or less) of elements from the ELR principle being noted. For example, there is no evidence that any of the elements related to English Learners are to be addressed except in a cursory way.

Overall, there may be some difference of opinion, variance, or underlying assumptions that could modify the content analysis of these standards vis-à-vis the ELR; thus, we convened a group of content experts from the three credential areas to engage in a secondary review process to

calibrate our alignment. This method of analysis raises awareness of current misalignments, and, consequently, highlights where credential programs might also be misaligned to the ELR. Our intent, ultimately, is to encourage programs to go beyond the CTC standards to better address the EL Roadmap principles in their educator preparation programs. The steps involved in this process are highlighted here:

<u>Step 1 Process that was followed using Tool 2</u>

1. Reviewed program standard performance expectations and their elements
2. Conducted preliminary relational content analysis to compare ELR principles and elements with educator expectations
3. Assigned initial calibration based on key word indicators
4. Created the matrices for the three programs
5. Expert panel invited to calibrate alignment as part of a validation process

<u>Step 2 Expert Panel</u>

1. Compared the standard expectations to the ELR principles
2. Provided feedback to validate calibration process
3. Reflected on how a similar process could bring light to areas of improvement in California's IHE credential preparation programs

Summary of Credential Program Standard Expectations Crosswalks with the EL Roadmap Alignment by Program

Tables 1-3 provide a summary of the calibrated teacher education, counseling, and educational administration/leadership program and ELR crosswalks. These can be used together with Appendices B-D to generate discussion about patterns of alignment and misalignment with the ELR.

Table 1. *Summary of Teacher Performance Expectations (TPE) with EL Roadmap Alignment Rating**

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0 -1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible
TPE 1	Moderate	High	Negligible	Negligible
TPE 2	Moderate	Low	Negligible	Negligible
TPE 3	Moderate	Moderate	Negligible	Negligible
TPE 4	Moderate	Moderate	Negligible	Negligible
TPE 5	Moderate	Low	Negligible	Negligible
TPE 6	Moderate	Low	Low	Negligible

Table 2. *Summary of California Administrator Content and Performance Expectations (CAPE) with EL Roadmap Alignment Rating**

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0 -1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible
CAPE 1	Moderate	Negligible	Negligible	Negligible
CAPE 2	Negligible	Low	Negligible	Negligible
CAPE 3	Low	Negligible	Moderate	Low
CAPE 4	Low	Negligible	Negligible	Negligible
CAPE 5	Moderate	Negligible	Negligible	Negligible
CAPE 6	Negligible	Negligible	Negligible	Negligible

Table 3. *Summary of School Counseling Performance Expectations (SCPE) with EL Roadmap Alignment Rating**

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0 -1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible
SCPE 1	Negligible	Negligible	Negligible	Negligible
SCPE 2	Low	Negligible	Negligible	Negligible
SCPE 3	Moderate	Low	Low	Low
SCPE 4	Negligible	Negligible	Low	High
SCPE 5	Moderate	Negligible	Negligible	Negligible
SCPE 6	Negligible	Negligible	Low	Low
SCPE 7	High	Negligible	Moderate	Moderate
SCPE 8	Low	Negligible	Low	Moderate
SCPE 9	Negligible	Negligible	Negligible	Low

*Rating Scale:
High (H) indicates that there is high evidence (90 - 100%)
Moderate (M) indicates that there is some evidence (60% - 89%)
Low (L) indicates that there is little evidence (26% - 59%)
Negligible (N) indicates no or almost no evidence (25% or less)

Analysis and Reflections of Findings with Input from Faculty/Field Experts

In analyzing these California standard expectations, we learned that there are clear gaps in attending to the particular needs of English Learner and Multilingual students. These needs must be attended to and remedied as standard performance expectations are reviewed at the state level in the future, and also as

[In] SCPE 2.4, although the word family appears, we believe the context differs, because this standard is related to FERPA. [In]SCPE 2.9, Knowledge of federal and state law does not correlate with family and school partnerships', [And in] 2.9 Knowledge of federal and state laws, does not guarantee resources and funding.

EL Expert Panel, Counselor Focus Group Participant

credentialing programs engage in self-study during accreditation reviews. Credentialing systems evolve; thus, opportunities exist for on-the-ground level input to inform licensure policies. In one example, we note that, while improvements have been made to the newer set of 2020 Counseling Standards, these are still in the process of implementation. And while these are much better aligned with systemic and articulation related standards than the prior set of expectations, there are still areas that could be greatly improved in the preparation of future counselors with regard to ELs. In the process of calibration and validation, we received input from our expert panelists who represented each of the three credential areas. They also added comments and suggestions to our initial analysis. While some panelists reviewed the documents independently and later met in groups, others worked in pairs. One panelist explained that she "…completed this alignment independently and then met with [her team – EL Expert Panel, Teacher Focus Group Participant] on Zoom to discuss [findings]. [The] three of us saw a lot of misalignments in this [TPE] document [with the ELR]."

Analysis and reflections from our expert panel participants follow each principle.

Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English Learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English Learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

In the teacher performance expectations and in the 2020 counseling expectations we see a greater emphasis in connecting student home life, family, and community as assets to include in the schooling experience than what is currently in the California educational administration credential expectations. Principle One's accentuation throughout all three programs, as the

cultural and linguistic assets from students' homes into schools will result in greater coherence from the students' perspectives, give them greater access to a more rigorous curriculum, and help the families and students feel more connected to schools. Furthermore, greater alignment with the particular needs of ELs with disabilities, who continue to be subjected to "double jeopardy" (where they are over or under-identified for services in special education), and their linguistic and cultural needs may not be addressed to the degree that could make the greatest difference to support their cognitive, linguistic, and social emotional growth and development. On the review with SCPE, two expert panelists noted these examples, "[In] SCPE 2.4, although the word family appears, we believe the context differs because this standard is related to FERPA. [In]SCPE 2.9, knowledge of federal and state law does not correlate with family and school partnerships', [and in] 2.9, knowledge of federal and state laws, does not guarantee resources and funding". (EL Expert Panel, Counselor Focus Group Participant). Furthermore, in regard to the TPEs, Principle 1.D., Family and School Partnerships is not evident. While TPE 1.2 uses the term "family," the focus is on "understanding student progress" but that is not the same as what Principle 1.D. suggests. (EL Expert Panel, Teacher Focus Group Participant).

Principle Two: Intellectual Quality of Instruction and Meaningful Access

English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Looking more in depth at the three sets of expectations, we note deficits particularly in the counseling and administrative credential standard expectations with regard to classroom and program elements. In all three credential areas there appears to be little focus in attending to specific needs in the academic arena, especially related to the use of students' primary language for instruction, program design and choice to help with providing more alignment with the cultural and linguistic assets students bring, and access to a rigorous curriculum using the home language and culture of students. Another gap that was noted is the absence to attend to programmatic choices to include bilingual program models that could best utilize the elements identified in Principles One and Two. Furthermore, it is noted that all standards lack an emphasis on designated and integrated ELD instruction, which misses one of the most important instructional design distinctions for working with English Learners so that they can grow both linguistically and academically. Two panel experts who reviewed our findings also noted, "We struggled

We also struggled with asking ourselves if something is implied rather than explicitly stated-This was a great opportunity for both of us to really examine the shortcomings of the TPEs. We agree that it is time for TPEs to be reevaluated and consider how the ELR can be incorporated
EL Expert Panel, Teacher Focus Group Participant

with how strict to be in our interpretations (i.e., 'parent partnerships', 'integrated ELD' , 'Intellectually rich curriculum'. We also struggled with asking ourselves if something is implied rather than explicitly stated. This was a great opportunity for both of us to really examine the shortcomings of the TPEs. We agree that it is time for TPEs to be reevaluated and consider how the ELR can be incorporated" (EL Expert Panel, Teacher Focus Group Participant). Another expert pointed out that TPE 2 and 3 "Emphasize(s) intellectually rich instruction and rigorous instructional materials. However, [TPE 3] emphasizes collaborative forms of planning/designing; but collaboration does not necessarily lead to instruction that is intellectually rich nor does it automatically generate rigorous instructional materials." (EL Expert Panel, Teacher Focus Group Participant).

Principle Three: System Conditions that Support Effectiveness

Each level of the education system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English Learners.

Despite the fact that assessment powerfully determines the schooling placement, monitoring, and evaluation of students and their post high school opportunities, there appears to be a systemic disconnect in the standards in helping future candidates to foresee how systems can disproportionately undermine or underrepresent English Learners, their enrichment academic opportunities, and their access to post high school programs and higher education. This should be connected to local and statewide trends. While the counseling standards seem to be most aligned in this arena, the gap seems to be between the classroom, specific assessments, and the access to services that could help students P-12 experience a coherent schooling trajectory and into university. Furthermore, it is noted that assessment statements generally lacked specificity as to linguistic and cultural relevance that could lead to differentiation in addressing the needs of ELs, including the use of the primary language and other ELD and SDAIE scaffolding and supports.

> *CAPE 2C3 and ELR Principle 3d (Capacity Building) is explicit, but CAPE 2C3 might be more exclusive in its attention to teacher development (capacity building) than ELR Principle 3d, which is inclusive not only of teachers but also of educational leaders.*
>
> EL Expert Panel, Educational Administration/Leadership Group Participant

One team of experts noted that, "CAPE 2C3 and ELR Principle 3d (Capacity Building) is explicit, but CAPE 2C3 might be more exclusive in its attention to teacher development (capacity building) than ELR Principle 3d, which is inclusive not only of teachers but also of educational leaders". (EL Expert Panel, Educational Administration/Leadership Focus Group Participant).

Principle Four: Alignment and Articulation within and Across Systems

English Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, and continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Most obvious in all the expectations are critical gaps on how to better align articulation across grades and program design, areas related to assessment, and the inclusion of more particulars regarding policy implications, and systemic approaches across systems that benefit this student population specifically. For example, in the Teacher Performance Expectations, ELR principles 1 and 2 are clearly present in several of the standards, however not so for ELR principles 3 and 4. While items that have to do with systems and articulation may not seem relevant at first glance to preparing teachers, it is the position of the authors that TPEs 6 and 7 provide the space to make new teachers aware of systemic and policy level factors that impact the schooling of English Learners and their roles as these students' future teachers.

Overall Comments and Suggestions by Expert Panelists:

Two expert members stated that,"based on a preliminary analysis of the correlation between TPEs and ELR principles, it is apparent that even though there are some identifiable areas that are aligned with each other, there are qualitative distinctions in language use and expression, scope, and depth of expectations for these two documents. Additionally, ELR Principles 3 & 4 are substantially absent from the TPEs." (EL Expert Panel, Teacher Focus Group Participant). Another EL expert points out that, "The ELR Principles are more elevated, responsive to ELs in ways that TPEs are not; so, a recommendation is to think of ways to elevate TPEs, so they address and respond to ELLs (too, and not assume ELLs are the genetic learner the TPEs reference in the preparation of teachers)." (EL Expert Panel, Teacher Focus Group Participant).

The following suggestion was made by a panelist who met with a group of peer experts: "Delineate the process and results of an examination of the alignment between the performance expectations for Teacher Education, School Counseling and Educational Administration. Offer tools that can support the urgent need for a more precise alignment of the aforementioned educator expectations and the CA English Learner Roadmap to meet the needs of California's English Learner student population." (EL Expert Panel, Educational Administration/Leader Focus Group Participant)

This is to reaffirm that tools are needed to support the urgent need for a more precise alignment of the aforementioned educator expectations and the CA English Learner Roadmap to meet the needs of California's English Learner student population.

Section 3: Preparing for (Re)Design with the ELR

California's diverse university and other professional credentialing programs are charged with the awesome responsibility of assuring that their candidates become the best prepared educators possible, given the specificity outlined in the various standards from credentialing authorities for education professionals (i.e., California Commission on Teacher Credentialing (CCTC)). University education professional credential programs and the education school or colleges' administration, faculty, and staff, all play a critical role in the process of preparing the State of California's future teachers, counselors, and educational administrators/leaders.

The opportunity to visit the State standards and expectations for future teachers, counselors, and administrators has raised concerns about the ability of these documents to support the incremental formation, growth, and development of those individuals charged with providing an excellent and equitable schooling experience for California's English Learner population. With this in mind, we outline below some ideas for how to improve the credential programs to bring them into alignment with the *California English Learner Road Map*. It is in this thoughtful and reflective process that we will ultimately come closer to meeting the needs of California's largest and most vulnerable student population. We start with the formation of a design or redesign team, and then consider what revisions are needed, from developing a philosophy statement to program and course design.

The Value of Design/Redesign Teams

Why should preservice programs engage in designing or redesigning their preservice programs? To meet the call to action regarding the ELR statewide, every level of the educational system needs to take action. Thus, like school districts and their personnel, IHE credentialing programs need to participate in a serious and deliberate process to not only assess the degree to which their programs reflect the ELR principles, but to upgrade their programs to meet and exceed them. For this, it is prudent to use a design or redesign team model. (Cabrera & Cabrera, 2015; Sork, 2000). It is important for re(design) teams to include existing experts from interdisciplinary teams to bring in or build expertise with regard to English Learners (see Figure 5).

Figure 5. *Interdisciplinary (Re)design Teams*

Interdisciplinary Redesign Team

Cross departmental teams are highly recommended to review each credential program carefully and to make the kind of recommendations and revisions that are needed.

The committee should include diverse members who can contribute to a well-designed program by attending to the guidelines outlined in this Toolkit.

Periodic meetings of this team help to upgrade and keep the program current.

Ultimately, everyone's ideas and willingness to learn, grow, and gain knowledge and skills regarding the ELR will help to build strong programs. Thus, design/redesign teams should have members who are familiar with the ELR and who have significant expertise in English Learner education to refine their programs and align with ELR. The questions team members might ask to ensure that the ELR are in the redesign process might include:

- From what I have reviewed and experienced, how do I know as an individual that the ELR is embedded in our program?
- How do we know as a department that we have embedded the ELR principles into our design?
- How can we assure that our candidates leave with the greatest and best knowledge, skills, and abilities about English Learners?
- What does the faculty believe about the importance of providing quality instructional services, administration, and counseling to this segment of the school population?
- How might the IHE and its education preparation programs position themselves to not only recognize and value English learning P-12 students and their families, but also commit to the redesign of professional programs that adhere to the principles inherent in the *California English Learner Roadmap?*

While faculty are responsible for the composition and delivery of key courses, they alone do not necessarily have the institutional power to create the climate, build the infrastructure, design and fund the programs, and/or engage in meaningful program changes. The administration at the university/college or school of education must clear the path for programs

to flourish, given their resources and potential, as well as their willingness to be proactive. However, program directors and coordinators, teaching faculty, as well as credentialing staff, can critically influence what happens in the development of credentialing programs, as they are privy to the latest research and developments in their fields of expertise. Thus, everyone has a significant role and responsibility to act as a key player in program development and design or redesign.

Tool 3: Design/Redesign Team Composition

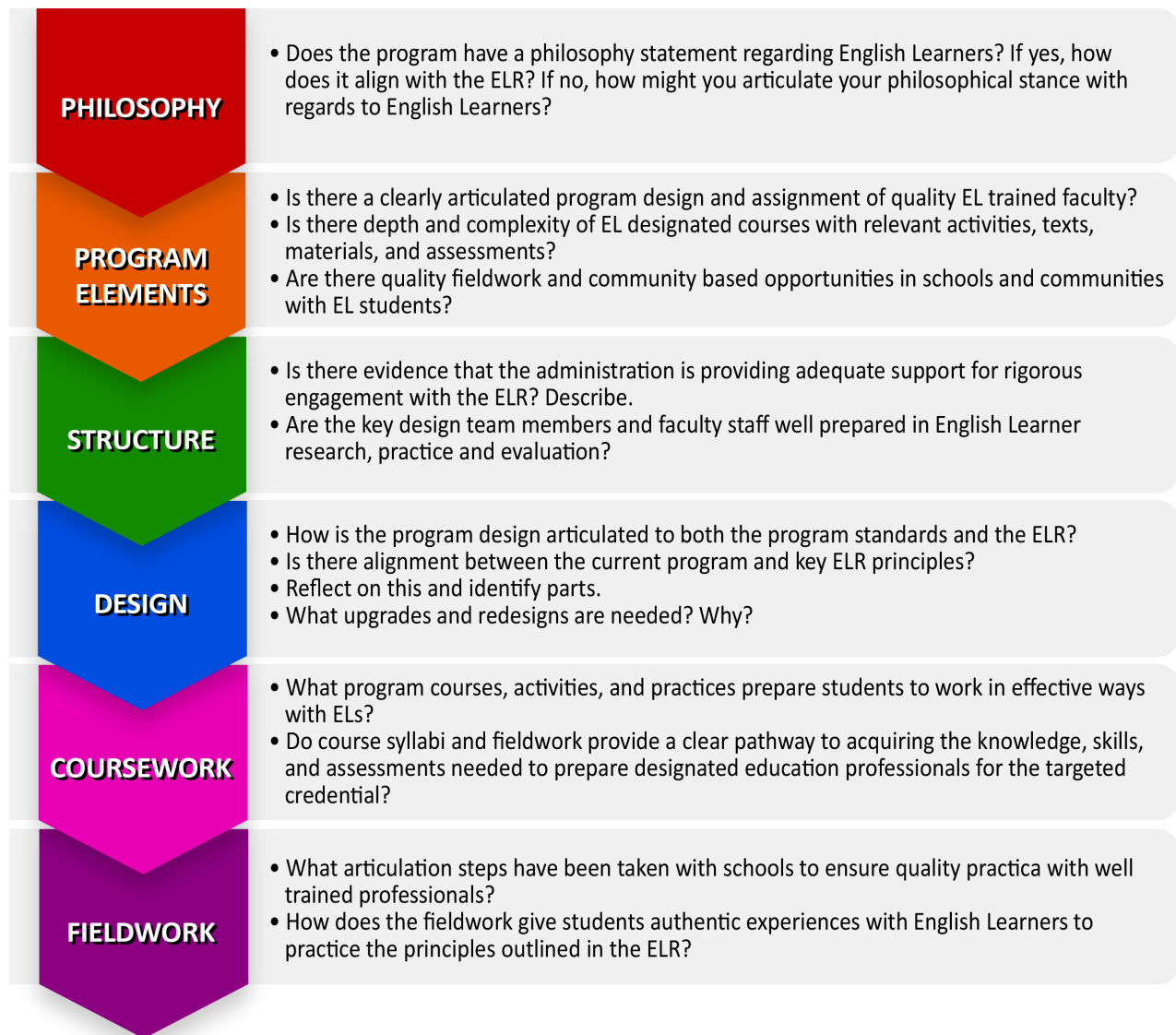| Members	Area/s of Expertise	Level of program Influence	Familiar with ELR	Knows Expectations	Course Design & Oversight	Fieldwork Responsibilities	Student Assessment	Program Assessment
Faculty								
Administrators								
Staff								
Students								
LEA & Professional Community								

Note: Cross departmental teams are highly recommended to review each credential program carefully and to make the kind of recommendations and revisions that are needed. The committee should include diverse members who can contribute to a well-designed program by attending to the guidelines outlined in this Toolkit. Periodic meetings of this team help to upgrade and keep the program current.

Section 4: A Call for Change - Aligning University Programs with the ELR

As mentioned earlier, there is a call to align university and other state approved credentialing programs with the ELR. This alignment requires possible changes to existing program elements and design. The quality of an ELR-aligned program can be determined by its components, which may include the following: philosophy, program elements, structure, design, coursework and fieldwork.

Follow the tool in each section below to assess the college or school's administrative structure, the credentialing program design, its coursework, and fieldwork relative to the ELR.

Tool 4A: Quality of an ELR-Aligned Program

PHILOSOPHY
- Does the program have a philosophy statement regarding English Learners? If yes, how does it align with the ELR? If no, how might you articulate your philosophical stance with regards to English Learners?

PROGRAM ELEMENTS
- Is there a clearly articulated program design and assignment of quality EL trained faculty?
- Is there depth and complexity of EL designated courses with relevant activities, texts, materials, and assessments?
- Are there quality fieldwork and community based opportunities in schools and communities with EL students?

STRUCTURE
- Is there evidence that the administration is providing adequate support for rigorous engagement with the ELR? Describe.
- Are the key design team members and faculty staff well prepared in English Learner research, practice and evaluation?

DESIGN
- How is the program design articulated to both the program standards and the ELR?
- Is there alignment between the current program and key ELR principles?
- Reflect on this and identify parts.
- What upgrades and redesigns are needed? Why?

COURSEWORK
- What program courses, activities, and practices prepare students to work in effective ways with ELs?
- Do course syllabi and fieldwork provide a clear pathway to acquiring the knowledge, skills, and assessments needed to prepare designated education professionals for the targeted credential?

FIELDWORK
- What articulation steps have been taken with schools to ensure quality practica with well trained professionals?
- How does the fieldwork give students authentic experiences with English Learners to practice the principles outlined in the ELR?

Assessing the Need for Program Revision

Tool 4B: Program Revision Assessment and Recommendations

What elements need to be considered and incorporated as necessary in the redesign or refinement process?

Program Elements	Recommendations
1. A clear philosophy and well supported and articulated program design leading to the California authorization for teachers, counselors and/or administrators with pathways for specializations or emphases areas (such as for ELD, bilingualism, multiculturalism, resource, etc.).	
2. Quality of faculty and staff who have training, credentials, and practical experience with English Learners, including tenure track, non-tenured, and part-time faculty, credential analysts, field coordinators, master teachers, mentors, and supervisors. (Or bring in outside experts if these are not present in the design team)	
3. Depth and complexity of EL designated courses and explicit and articulated integration of content that incorporate both sound theoretical foundations for each of the disciplines and focus areas as well as effective research-based practical applications poised to benefit English Learners and their academic trajectory in schools.	
4. State of the art EL theoretically based and relevant textbooks, materials, assessments, and activities.	
5. Field placements where English Learners are enrolled in significant numbers and where quality programs are housed with best practices in the classrooms, in the counseling arena and in the administration of programs.	
6. Opportunities for candidates to not only work with site personnel and students, but also with parents and other community members throughout field experiences.	
7. Processes and procedures that clearly outline the course, testing, and authorization pathways to prepare for and attain State of California credentials and licenses for working with EL students.	
8. Routine assessment and evaluation procedures that ensure the quality of the programs, coursework, fieldwork, and alignment with California's EL Roadmap.	

Philosophy

A program's philosophy statement conceptually guides the design and structures that make program quality viable. Therefore, it is worth the time and effort that it takes to thoughtfully prepare a program's philosophy statement. Faculty engage in reflective processes, especially when considering what is at stake with vulnerable student populations, including English Learners. Every program considers English Learner students, as well as other student groups, such as students with disabilities. With twenty percent of the student population in California designated as English Learners and long-term English Learners, the urgency to focus on this population is greater than ever. (Clemente & Collison, 2000; Lambert, 1998; Matthews, 2007).

The California Department of Education's vision and mission statement for the *English Learner Roadmap* is included below as reference. This statement helps to guide university programs in developing their philosophy statements regarding the preparation of professionals in their credentialing programs, and ideally may inspire program design and redesign teams to also develop their own vision and mission statements that create pathways, program goals, objectives, coursework, fieldwork, etc., to prepare educators in their future work with English Learners.

ELR Vision

English Learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages (California Department of Education, 2022b).

ELR Mission

California schools affirm, welcome, and respond to a diverse range of English Learner (EL) strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California (California Department of Education, 2022b).

These serve the purpose of first, assessing overall program quality elements aimed at building the capacity of the programs to prepare educators who can meet the needs of English Learners and then assuring that all credential program standards are aligned with the ELR Principles and their elements.

Why should professional schools of education engage in this reflective process to align and redesign credentialing programs in California? As noted above, there are many compelling reasons for university teacher, school counseling, and educational administration/leadership programs to engage in ongoing review(s), refinements and/or redesign of current programs so to address the critical academic achievement gaps in EL students (Barton & Coley, 2009; Gándara, 2010; Gándara & Hopkins, 2010; Haycock, 2001; Lee, 2002; Lucas & Grinberg, 2008; Pew Research Center, 2015), and the possible limitations in the capacity of education professionals, as outlined in the literature (Clemente & Collison, 2000; Lambert, 1998; Matthews, 2007; Portman, 2009;

Riehl, 2000). Addressing these limitations in an effective way demands assurances from the administrative structures that run the programs, the faculty and staff assigned to them, and the coursework and fieldwork created to meet the State of California's call for the ELR implementation.

Tool 4C: Aligning Our Philosophy Statement

Why should programs develop a philosophy statement or stance regarding ELs? For each of the designated programs, design or redesign teams spend quality time considering their philosophical stance and developing a formal statement about each of the credentialing program's ability to prepare their candidates to work most effectively with English Learners and their families. It is the professional responsibility of the program's administration, faculty, and staff to make every effort to improve the status quo of California's EL student population.

Considerations in developing a philosophy, and vision and mission statement:

What does the faculty believe about the importance of providing quality instructional services, administration, and counseling to this segment of the school population? (Generate a Belief Statement)

How might the IHE and its education preparation programs position themselves to not only recognize and value English Learner/Multilingual P-12 students and their families, but also commit to the redesign of professional programs that adhere to the principles inherent in the California English Learner Roadmap?(Consider language for a vision and mission statement)

Designing Structures for EL Roadmap Alignment

Tool 4D: Evidence of Structures for Program (Re)Design

1. Reflect on the prerequisite structures to implement a program that responds to the ELR.
2. Check the columns based on your team's assessment of each structure.
3. Discuss with your team: Implications and Next Steps.

What prerequisite structures are in place for each of the credential programs?	Clearly Evident with High Support	Some Evidence with Moderate Support	Little to No Evidence with Minimal Support
Administrative Support:			
• Funding			
• Space and Time for Planning			
• Support Staff			
• Material Resources			
Program Design Team/Committee Make-up Qualifications:			
• Faculty (F) • Staff (S) • Administration (A)			
Experience with Programs (teaching, counseling, administering–with EL focus)			
Experience working with EL students in the specified or related field			
Prior experience working in EL related accreditation teams			
Teaching:			
• Content of coursework is relevant to ELs • Course outlines clearly address EL issues • Books and materials relevant to EL P-12 student needs			
Mechanisms for program student, faculty, staff, and local EL educator and community input:			
• Student input • Community group input • EL Faculty input • EL staff input • EL P-12 teacher input			
Outreach and Communication with EL experts: (CEEL, CalTog, CABE, etc.; State Department of Education consultants) Name or list:			

Program Design Process

Once structures are identified, teams turn to program (re)design processes. The program design or redesign requires several steps illustrated in Figure 6: Program Design Process[6]. This process is iterative and cyclical.

Figure 6. *Program Design Logic Model*

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[6] Adapted from *Framework for Ongoing Program Development*, by Jennifer Kushner, 2022, the Board of Regents of the University of Wisconsin System doing business as the University of Wisconsin–Madison Division of Extension. Copyright 2022 by Jennifer Kushner. (https://fyi.extension.wisc.edu/programdevelopment/files/2022/02/Framework-for-Ongoing-Program-Development.pdf)

Tool 4E: Program Design Logic Model and Reflection

Use Tool 4E to engage interdisciplinary teams in conversations about how the logic model can support iterative processes to "start where we are" and detail action steps for designing ELR-focused program elements through continuous improvement opportunities.

Assess: Examine the issue and context
- Given the call for change to address the ELR principles, how can we understand the issue/s and opportunities from various perspectives?
- What is the context and state of affairs surrounding the issue?

Reflections on Assessment	Action Steps (What, Who, When)

Outcomes: Conceptualize and articulate the change
- What change do you want to see and what needs to be done?
- What simple steps, rules, or processes will bring about this change?
- Design the educational, organizational approaches. How will these be evaluated?

Reflections on Outcomes	Action Steps (What, Who, When)

Design: Plan programmatic, instructional and assessment procedures
- What is the content (i.e., what core ideas/concepts and practices from the ELR alignment process are included?)
- How will the content be addressed to meet the ELR principles and elements?
- What organizational and cultural elements, structures, functions, processes, norms, and resources need to be in place to support the effort?
- How will programmatic, instructional, and/or organizational impact be evaluated?
- How are program designers and candidates engaged?

Reflections on Design	Action Steps (What, Who, When)

Implement: Put program into practice
- How do we take action to implement the ELR while keeping partners, opportunities, stakeholder perspectives, and other interests in mind?
- What are the potential barriers to implementation and how will they be handled?
- Which key partners and/or opportunities are needed to facilitate effective implementation?
- What does the program look like from inside the organization? How would program designers describe it?
- What does the program look like from the perspective of the audience or stakeholders?

Reflections on Implementation	Action Steps (What, Who, When)

Evaluate: Use program indicators to measure change
- How can we systematically and consistently use data and reflection to improve this effort?
- How will feedback be used to facilitate learning and change?
- Has understanding the context evolved? In what ways?

Reflections on Evaluation	Action Steps (What, Who, When)

Redesign: Engage in a process of reflection and improvements
- How will organizational learning be captured and shared among program designers, staff, and participants
- What mechanism will be created to ensure that reflection and feedback is incorporated and evolves the program redesign?

Reflections on Redesign	Action Steps (What, Who, When)

Coursework and Fieldwork: ELR-Focused Syllabus Augmentation

There are several considerations when redesigning syllabi for coursework to better align to the ELR. The idea is not to replace, but rather to *augment* the program expectations and course content of any program so that it prepares candidates for the field they are entering with greater capacity to work with English Learners. To support this work, we offer the following:

- Components of course syllabus design with considerations for refinement within and across those components.
- A sampling of course assignments and activities with highlights on how they may be aligned to one or more ELR principles.

Course Design Components

Figure 7 (Course Design Components) illustrates key aspects of course syllabi augmentation with the ELR in mind. Key design components are identified, beginning with existing goals, objectives, and outcomes in course syllabi, which must be aligned to the California Commission on Teacher Credentialing program standards and candidate expectations for accreditation. The call is to also include the ELR principles until these principles are fully integrated into the new CA program standard expectations. Therefore, the first level of augmentation is to review the degree to which explicit statements regarding EL goals, objectives, and outcomes appear. These, in turn, inform each subsequent component related to syllabus augmentation and include, but are not limited to, the inter-relationship among the following:

Teaching and Learning Activities: These activities are intended to build and support candidates' knowledge, skills, and abilities (KSAs) in their specific program/credential area. One example may be action type projects, which can also be linked to culminating and holistic assessment approaches to determine candidates' levels of understanding, sophistication, and application of their capabilities to work in today's schools. EL Action Projects or Activities could entail multiple KSAs that integrate several topics related to the ELR principles (i.e., community based, classroom based, social emotional learning, systems organizational, whole school program effectiveness, parent involvement/engagement, teacher professional development, district-based systems analysis and planning).

Process and Practice: There are a variety of interactive, modeling, simulations, course lectures, resources and/or other generative course activities to support candidates' understanding, reflection and "knowledge in use" as a basis for creating programs, plans and/or lessons to support/teach English Learners.

Fieldwork and Clinical Experiences: A significant body of research on educator preparation concludes that candidates require *guided* experiences *in classrooms, schools, districts or community settings* to support their understanding and ability to enter their professions. These experiences reflect candidates' future professional contexts, whether in actual classrooms/schools/districts or in simulation settings. To prepare candidates for working with ELs/MLs, they must therefore have meaningful opportunities to directly interact with
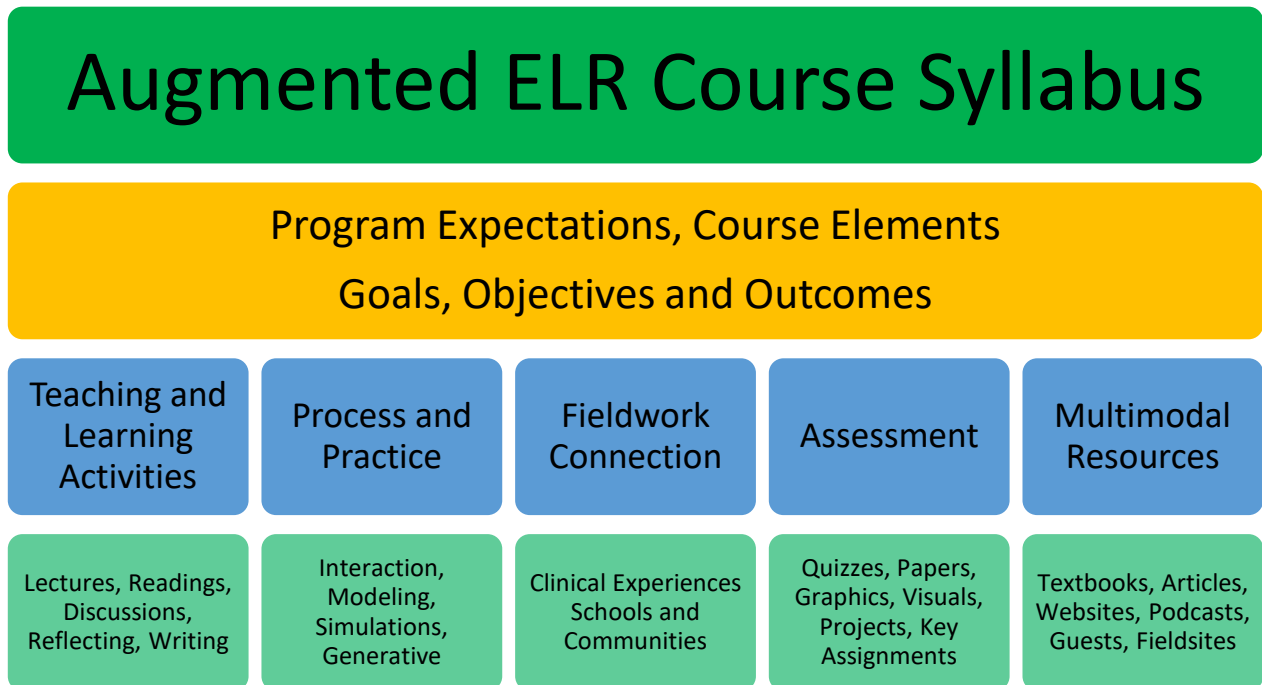
bi/multilingual learners, whether in mainstream or dual language/bilingual education program settings. Fieldwork and clinical experiences allow candidates to apply theory into practice from an assets-based perspective.

Assessments: Both informal and formal assessments are defined as evidence of candidates' demonstrations of knowledge, skills, and abilities. Program faculty determine the variety of assessment tasks within each course and across the program. Program/Candidate Benchmarks: should include ELR and course content and assessments for each of the credential programs. Any of the assignments below can be considered to help create benchmarks and signature assignments. Important to consider are the implications for redesigning assessments for candidates as well as for the program and its coursework. Projects and key assignments may change and adapt, depending on the program, its area/s of focus and assessment measures.

Multimodal Resources. We include a partial list of suggested resources at the end of each set of activities, organized around the four ELR principles. We refer to digital, text, and visual resources at the end of this Toolkit. These multimodal resources include research, theories, and practical applications for English Learners education for both program faculty and for candidates, which are relevant, generative, and are used for course refinement.

Figure 7. *Course Design Components for an Augmented ELR Course Syllabus*

Augmented ELR Course Syllabus				
Program Expectations, Course Elements Goals, Objectives and Outcomes				
Teaching and Learning Activities	Process and Practice	Fieldwork Connection	Assessment	Multimodal Resources
Lectures, Readings, Discussions, Reflecting, Writing	Interaction, Modeling, Simulations, Generative	Clinical Experiences Schools and Communities	Quizzes, Papers, Graphics, Visuals, Projects, Key Assignments	Textbooks, Articles, Websites, Podcasts, Guests, Fieldsites

These are not meant to supersede university, college/school or departmental syllabus requirements; rather our intent is to provide a limited set of examples for syllabus augmentation that align the content, assignments, activities, clinical experiences, and assessments.

Figure 8 suggests the course flow as moving between content to practice to assessment and reflection. These ideas may provide support for course redesign. Aligning the content with the ELR principles allows for practical and processing activities that are embedded with ELR elements. Assessments can be inclusive of those elements as well as other parts of the course content.

Figure 8. *Educator Learning with and through ELR Principles*
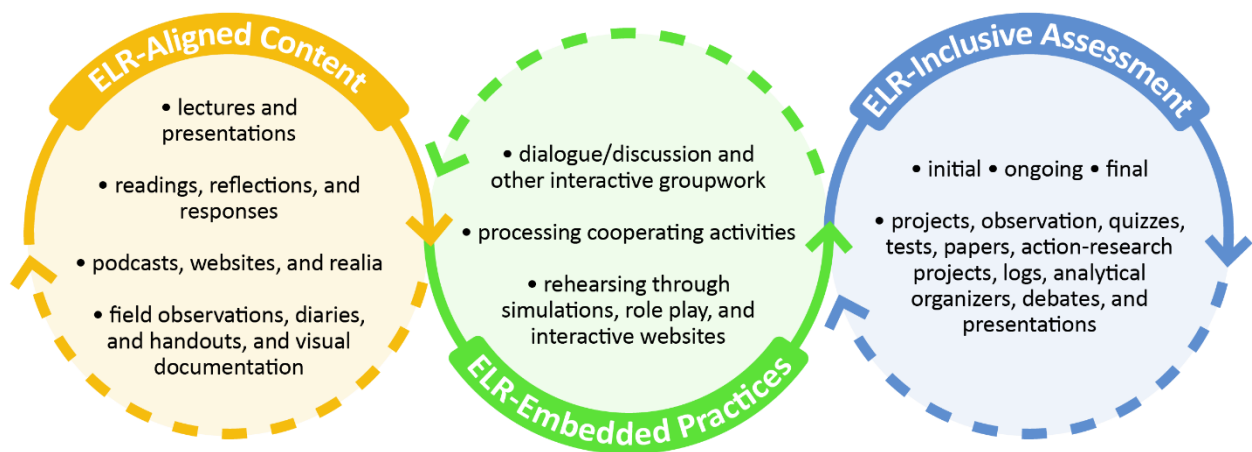
Tool 4F: Sample ELR-Aligned Course/Fieldwork Assignments and Activities

As illustrated in Appendices B-D, we found misalignments and gaps between the current candidate expectations and the ELR. These gaps can be addressed *now* by incorporating targeted knowledge, skills, and abilities about ELs that teacher, school counseling and school administrator preparation program candidates accomplish as a result of your work together. Program faculty are the agents of change to create, collaborate and lead for more positive outcomes for EL students across California.

Tool 4F provides some examples of course assignments that are organized by ELR Principles and Elements. These examples include in-class activities, assignments and fieldwork that can be adapted for the three targeted credential programs to be aligned or reviewed with the ELR principles. Due to space restrictions we provide a limited number of suggested activities, and encourage collaboration and sharing within and across credential coursework and programs.

Many in-class/online instructional activities include interactive or processing elements to support candidate comprehension and rehearsal of concepts and practices; these also serve to model teaching and learning approaches that can later be used with EL and Multilingual students in P-12 schools.

Assignments/activities can be considered for final signature assignments, or as a part of initial and on-going assessments throughout the course (as they best align to different credential areas).

We encourage adaptations of these assignments/activities for your program/context, with particular attention to how the key elements are connected to the ELR. Figure 9 provides an overview of how **Tool 4F** is organized.

Figure 9. *Organization and Use of Tool 4F: Sample ELR-Aligned Course/Fieldwork Assignments and Activities*
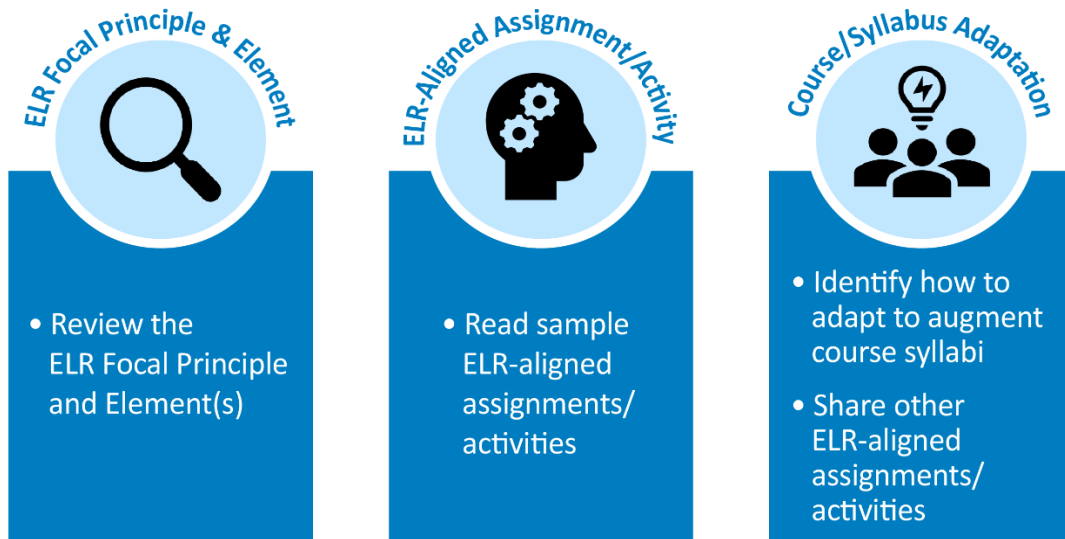
ELR Principle One. Pre-schools and schools are responsive to different English Learner (EL) strengths, needs, and identities and support the socio-emotional health and development of English Learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Principle One Elements. Each principle is broken down into its corresponding elements. Below are Principle One's elements and sample activities/assignments for some elements.

Focal ELR Connection - Principle One, Element 1.A: Language and Culture as Assets
The languages and cultures English Learners bring to their education are assets for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

Intersection with other ELR Principles: For Principles 2-4, these assignments are adaptable when choosing other important EL related topics such as pedagogical practices for integrated or designated English Language Development (Principle 2), Assessments (Principle 3), or Program Alignment (Principle 4).

Assignment (Class): Assessing Our Knowledge of ELs

This interactive activity of Group Alike works well at the beginning of a course; it can be used as an initial assessment to determine the knowledge and experiential base of the class. Students interact in the classroom according to their level of experiences in working with ELs and questions they have about EL students, with the aim of becoming aware of their linguistic, socio-cultural context and assets, including prior education and community values (i.e., primary language(s), culture, community history, levels of English, heritage). Candidates can post these experiences and questions on charts/posters (or in a Cloud-based program like Google or Box). Through a spokesperson, they share what they know with the class and questions that they have (like a KWL* format: What do you know? What do you want to know? What did you learn?). These questions can then be used as part of discussion and/or summarized and be added to the course outline. Periodic checks can be made throughout the semester to see if students' key questions have been addressed and/or how the answers could be found.

A variation of Group Alike is Corners, where the instructor predetermines topics and students gravitate to one of four topics that are posted around the room. A similar discussion and sharing can follow where groups engage in paraphrasing what a prior group summarized for their group.

*KWL is a popular approach used in schools to determine what students know, want to know, and learn.

*Paraphrasing - Instructors use paraphrase as a way for students to actively listen to one another and summarize what someone else has said.

These ideas stem from the work of Spencer Kagan (1995) and other cooperative learning scholars who understand that comprehension develops best when there is social interaction and meaning negotiation.

Assignment (Class): Video Viewing

After a short presentation on community language and cultural assets, candidates watch several videos to see if they can find how these assets manifest themselves in diverse linguistic communities. They then discuss how affirming those assets in classrooms and schools and/or districts can benefit the children/students and how they can be incorporated into schools and classrooms. Ideas are posted on large chart paper/online. A follow up related field activity would be for candidates to attend community events in a local community with high numbers of English Learners. Once assigned to a school, they can also do home visits in pairs, with appropriate permissions from parents/schools and the university. They then debrief on their experiences and how they could best connect with families.

Assignment (Field): School Values and Culture Tour

The School Values and Culture Tour asks candidates to become familiar with the messages that the school building, its offices, personnel, and services offer to EL and immigrant students and their families when they come on campus. For example, what evidence of multiple languages and

diverse cultures are found in hallways, classroom bulletin boards, and materials? Where are the classrooms and support services of EL students and their parents located? Are the support services visible and available on site? Is the library accessible before or after school? Are there translation services and personnel readily available? Is the front office approachable and accessible for EL students and their families? Do they speak the language(s) of the students? How do parents engage with school staff in the school?

Assignment (Field): Ethnographic Neighborhood Walk/Drive (EL Community)

In this assignment, candidates are asked to use the school as a center from which they walk (or in some cases drive) to note characteristics of the community. For example, approximate socioeconomic status (SES), type of housing, density, proximity to grocery stores, public transportation, and community support services, as well as distance from the school and access to resources. They seek to become aware of the cultural and linguistic assets that are present in neighborhood (s) in community-based organizations, local libraries, shops, art, music and posted cultural events.

Focal ELR Connection - Principle One, Element 1.A: Language and Culture as Assets
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review **Principle One, Element 1A** assignments/activities with your interdisciplinary team

2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.

3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

> **Focal ELR Connection – Principle One, Element 1.B: English Learner Profiles**
> Recognizing that there is no single EL profile and no one-size-fits-all approach that works for all English Learners, programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students at the emerging, expanding or bridging levels of English proficiency have varying strengths and needs as well as grade-level, developmental and individual differences. The needs of long-term English Learners are vastly different from recently arrived students (who in turn vary in their prior formal education).
>
> **Intersection with other ELR Principles**: For Principles 2-4 this assignment is adaptable when choosing other important EL related topics such as pedagogical practices for integrated or designated English Language Development (Principle 2), Assessments (Principle 3), or Program Alignment (Principle 4).

Assignment (Class and Field): English Learner (EL) Profile

The EL Profile is a type of case study in which candidates use a combination of interviews and observations in formal and informal settings of one or more diverse EL students to understand how learners *use languages* (both their home language and English). It may be done with multi-media sources, simulations, or in classrooms, which may require explicit permission of the participant, and other permissions as required or previously agreed upon.

Focal ELR Connection - Principle One, Element 1.B: English Learner Profiles
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle One, Element 1B** assignments/activities with your interdisciplinary team
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

> **Focal ELR Connection - Principle One, Element 1.D: Family and School Partnerships**
> Schools value and build strong family and school partnerships.
>
> **Intersection with other ELR Principles**: For Principles 2-4 these assignments are adaptable when choosing other important EL related topics such as pedagogical practices for integrated or designated English Language Development (Principle 2), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Family and School Partnerships

Candidates conduct an online search and read about family/school partnerships (Christenson, 2003). They then take note of at least four different family and school partnerships found in their surrounding schools and districts with high numbers of English Learners and/or immigrant communities. In small groups they discuss the ways in which these partnerships are formed and how they might differ (such as cultural relevance, language usage, kinds of support to families and students). They then brainstorm the kind of family and school partnership/s they would like to have in their future school communities. What elements create a strong family/school partnership? What are the benefits of having such partnerships, and how can they serve to benefit the children and parents in the schools as well as the school staff and administration?

Assignment Field): School and/or District Parent Meeting (District ELAC, etc.)

Candidates search for District related EL Parent Meetings to attend in a local district. With permission from the school or district, they sit and watch unobtrusively during a meeting to observe the dynamics between district personnel and the community. They take brief notes to bring back to class and see in what ways the district and community interacted and ask to whose benefit were agenda items designed and decisions made? How welcoming is the environment? Where was the meeting held, and what was on the agenda? Was translation available? What other evidence was there to demonstrate the relationship and partnership between the two parties?

Readings on family/school partnerships may follow, with discussion and connections to the site visits.

Focal ELR Connection - Principle One, Element 1.D: Family School Partnerships
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle One, Element 1D** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle One, Element 1.E: English Learners with Disabilities
Schools and districts develop a collaborative framework for identifying English Learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive goals and practices and provide appropriate training to teachers, thus leveraging expertise specific to English Learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

Intersection with other ELR Principles: For Principles 2-4 these assignments are adaptable when choosing other important EL with Disabilities related topics such as pedagogical practices for integrated or designated English Language Development (Principle 2), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Field): Shadowing an EL Student with Disabilities

In this assignment candidates are asked to follow a designated EL student with disabilities for a portion of the school day. They are to note what level of ELD the student is in; what content they take over the course of the day (inclusion or segregated), who is teaching each content area, and what special strategies and support systems are being employed to ensure access and success for

the student to mitigate the disability. The student's IEP should match the experiences that they are having throughout the day. Students should read about the challenges EL students with disabilities face and ways to teach them effectively (Artiles & Ortiz, 2002; Garcia & Tyler, 2010).

A variation is to follow a general education EL student and compare services. Similar to the above, candidates are asked to follow an EL designated student for a day. They are to note what level of ELD the student is in; what content they take over the course of the day, who is teaching each content area, and what strategies and support systems are being employed to ensure access and success for the student.

Focal ELR Connection - Principle One, Element 1.E: English Learners with Disabilities
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle One, Element 1E** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Principle Two. English Learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English Learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Principle Two Elements. Each principle is broken down into its corresponding elements. Below are Principle Two's elements and sample activities/assignments for some elements.

Focal ELR Connection - Principle Two, Element 2.A: Integrated and Designated English Language Development (ELD)
Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the English Language Arts (ELA)/ ELD Framework).

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Integrated ELD Thematic Unit

Integrated ELD thematic units and their individual lessons have the benefit of presenting content material in fascinating ways that interest EL students, while also addressing their linguistic needs. These units can be developed in English and/or the native language. Connecting to students' interests through a content-based theme can help guide demanding instruction, encourage critical thinking, problem solving, research, and help students apply the learning to new situations, while improving English. In this activity, small groups come together to plan integrated ELD units of study that they can teach in their field assignments, making modifications as needed.

The elements of a strong integrated ELD thematic unit and its lessons begin with the end in mind. What are the major outcomes that the candidate seeks for the English Learners in terms of content and its language demands? These become part of the major goals and objectives. The objectives contain both content and language development standards that can be built over a determined amount of time. For example, during a week a unit can address multiple standards for several content areas, while also focusing on the language demands of the unit. If students are required to write an essay by the end of a unit, then there should be ELD/ELA writing standards embedded along with content standards that are driving the theme, such as from social studies or science, for example. If the theme is related to the civil war period and requires debate to

demonstrate points of view, then oral discourse and strategic linguistic competence would also be objectives.

Next, it is important to ascertain the background knowledge and academic vocabulary demands of the unit, so that students can be given opportunities to prepare with the help of the instructor and primary language resources. The unit should identify the best instructional scaffolding strategies and materials for during the teaching steps to enhance comprehension (such as realia, graphic organizers, other visuals). It should also contain several interactive strategies, such as cooperative learning, for students to negotiate meaning and practice with other students. The unit and its contributing individual lessons should incorporate the use of differentiated on-going as well as end of unit assessments for EL students to demonstrate what they have learned.

Once completed, the next steps would include making any adjustments, modifications, and improvements to future units. In this way, candidates explore the elements of thematic unit planning through the lens of effective approaches, such as Specially Designed Academic Instruction (SDAIE), Constructive Conversations (Zwiers, O'Hara, & Pritchard, 2014), Guided Language Acquisition Design (Project GLAD), Sheltered Instruction Observation Protocol (SIOP), and other effective approaches like Universal Design for Learning (UDL). There are many resources available for planning these units and lessons (See Colorín Colorado, Project GLAD, SEAL, SIOP, UDL)

Note: This assignment/activity is applicable for all of Principle Two Elements (2b, 2c, 2d, and 2e as well).

Assignment (Field): ELR embedded lesson-Designated ELD

Following a designated ELD template from the district, or one provided by the instructor, candidates prepare and teach a lesson to a small group of EL students. In consultation with the cooperating or master teacher, they learn as much as they can about the group of students and determine an area of English language development (LSRW) that would benefit them in their classwork at this given time. Candidates refer to the materials made available by the district and teacher, and also create their own. Using the ELD standards and the level of English of the students, as well as student interest, and a well-designed EL lesson format, the candidate prepares and teaches the lesson. During the lesson, the candidate attempts to employ the most effective strategies and materials to make the lesson interesting and also meet the agreed upon goals and objective(s) that they had discussed with the teacher. The candidate reflects on the lesson and then debriefs with the teacher to ascertain how well they met the ELD objective/s for the children. Following this field activity, candidates bring the lessons back to the university class to share and discuss with other students and compare the aim and design of the lessons and the ELR outlined in Principle Two.

Focal ELR Connection - Principle Two, Element 2.A: Integrated and Designated ELD
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2A** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.B: Intellectually Rich, Standards-based Curriculum
Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Classroom): Learning about Intellectually Rich Curriculum using Directed Reading Thinking Activity (DRTA)

Select an informative article or chapter on how to use an engaging and intellectually rich curriculum for ELs, or what Walqui & Bunch (2019) call *Amplifying the Curriculum.* Using Directed Reading Thinking Activity (DRTA, Stauffer & Harrell, 1975) to read through some of the content, candidates can benefit greatly as they read and experience the strategy firsthand.

DRTA (Stauffer & Harrell, 1975) is a deep reading approach that guides students through informational text. This activity is based on the notion that excellent readers engage in a continuous process of prediction and verification as they seek to comprehend any portion of a text. Teachers begin the process, guiding and recording predictions and revisions on the board. These predictions are first based on the title, and then revisited and either confirmed, revised, or rejected as they read part by part. This cycle continues through the lesson. Eventually, students engage in self-guided reading of chunks of text with guided questions such as who, what, where, why, when, how, or what's next? This process was originally for teachers to scaffold reading comprehension and guide students into an in-depth "inquiry" reading and thinking process, so it works well especially with EL students who are at the expanding and bridging levels of English. It's fun to use with adult learners as well. It stands to bear that modeling the DRTA approach with university students makes the approach easier to grasp and replicate in the future, while learning valuable content. After the reading, summaries can be made about the elements and benefits of an intellectually rich curriculum for ELs.

Note: This assignment/activity is applicable for all of Principle Two Elements (2a, 2b, 2c, 2d, and 2e) as well.

Focal ELR Connection - Principle Two, Element 2.B: Intellectually Rich Standards-Based Curriculum Syllabus Augmentation

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Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2B** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.C: High Expectations
Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English Learners as for all students in each of the content areas.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Building High Expectations

For this activity, candidates fold a page in two. On the left side they jot down 5 negative expectations they know have been attributed to ELs regarding their engagement in school, interaction with others, discourse style and language usage, ability to question, and critical thinking capability. On the right side they write 5 positive ones. In small groups they analyze their list of expectations. They read a short article on the power of expectations on student performance (such as Gottschalk's 2019 article, Holding High, Not Hurried Expectations). Then, they reexamine the expectations that have been held about the capability of English Learners to do well in school and come up with five ways to focus on positive expectations, such as getting to know the students and creating a safe and supportive climate, setting joint challenging learning goals, and giving productive feedback. For a more academic journal article, consider Tsiplakides & Keramida (2010), which students can read at home or as a jigsaw activity in class. (Jigsaws require the article to be chunked into parts for a group to then bring it together in the form of a detailed summary).

Note: This assignment is applicable for all of Principle Two Elements (2a, 2b, 2c, 2d, and 2e).

Focal ELR Connection - Principle Two, Element 2.C: High Expectations
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2C** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.D: Access to the Full Curriculum
English Learners are provided access to the full curriculum along with the provision of appropriate English Learner (EL) supports and services.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Classroom): Tea party: Theorists and Practitioners

Understanding the process of English and native language development, and how to provide access to the curriculum, requires learning about various theorists and practitioners (Lavadenz, 2011) who have contributed to the field in meaningful ways. For this activity, candidates take on the role of one of the theorists or practitioners. They learn as much as they can about them. Then, they join a "tea party" where they talk to each other about their work and how it contributes to supporting full access to the curriculum for English Learners. They may need to give clarity or defend their work.

A variation of this is to convert the roleplay members into panelists who represent their work and are open to answering questions from classmates. Another variation is to invite actual speakers from the field who could either join the Tea Party and speak to the topic of access or participate in the panel.

Note: This assignment/activity is also applicable for all of Principle Two Elements (2a, 2b, 2c, 2d, and 2e).

Focal ELR Connection - Principle Two, Element 2.D: Access to the Full Curriculum
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2D** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.E: Use of Students' Home Languages

Students' home language(s) are means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Building Capacity through Home Language Use

Research has supported the use of native language in schools in building students academic ability and its transferability to English (Gándara & Escamilla, 2017). Reading about the benefits of primary language development and instruction can prepare the candidates for this mock practice. In this activity candidates participate in the Language Experience Approach (LEA) (Nessel & Dixon, 2008; Stauffer,1970) to tap their prior knowledge on native language usage in schools, while building their L1 abilities in reading and writing. Language experience introduces new information, using real objects, pictures, and graphics that appeal to the 5 senses. Students then retell what they have learned and this dictation is scripted by the teacher in sequence on a large poster sheet. They can then add to their knowledge base by reading a short article on the benefits of native language instruction. The instructor brings a group together to demonstrate how LEA can build literacy and comprehension by revisiting and revising the original script. That poster then becomes an instructional device for learning about the content as well as about the language, its structure, grammar, and punctuation. It is generative in that the language comes from the students' experience, which the teacher uses for literacy and skill building.

Note: This assignment/activity is applicable for all Principle Two Elements (2a, 2b, 2c, 2d, and 2e).

Focal ELR Connection - Principle Two, Element 2.E: Use of Students' Home Languages
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2E** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.F: Rigorous and Relevant Instructional Materials
Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English Learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Materials for Individuals, small groups, whole group

Candidates prepare materials under the guidance of faculty. They prepare to work with English Learners in different configurations during their fieldwork assignments to ensure comprehension and rigor. For a predetermined presentation (teaching, counseling, other) they select a variety of high quality real/realia, visual, and graphic materials to make the content accessible to students at different levels of ELD. These materials include primary language materials for instruction or

support, 3 dimensional materials to clarify meaning in English, pictures, graphs, graphic organizers, or other visuals.

Note: This assignment/activity is applicable for all of Principle Two Elements (2a, 2b, 2c, 2d, and 2e).

Focal ELR Connection - Principle Two, Element 2.F: Rigorous and Relevant Instructional Materials Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2F** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Two, Element 2.G: Programmatic Choice
Parents/Families of English Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to develop proficiency in one or more language and access to the curriculum.

Intersection with other ELR Principles: For Principles 1,3, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), Assessments (Principle 3), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Program Choices using 2RA Read, Reflect, and Act

Read, Reflect, and Act is a critical approach to reading stemming from critical pedagogy (Andrews & Leonard, 2018; Freire, 1970; Wilson, 2010, co-educator) The key idea is that to read an article or chapter is not enough to fully understand and process the information, think critically about it, and act. Candidates need to read deeply, summarize their ideas to dialogue in small groups, and then reflect upon the readings, based on the ideas shared in the group. The final step is to commit to a personal action that is based on what was learned through the process 2RA. While this approach can be applied to reading any text, for this element students read articles on the different models of ELD/bilingual education, and reflect on the various language development models, (dual immersion, developmental, transitional, and structured English immersion) and how diverse conditions may influence the use of one model over another in a given community.

Note: This assignment/activity is applicable for all of Principle Two Elements (2a, 2b, 2c, 2d, and 2e).

Focal ELR Connection - Principle Two, Element 2.F: Programmatic Choice
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Two, Element 2G** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Principle 3 Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English Learners and their communities and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English Learners.

Principle Three Elements. Each principle is broken down into its corresponding elements. Below are Principle Three's elements and sample activities/assignments for some elements.

Focal ELR Connection - Principle Three, Element 3.A: Leadership
Leaders establish clear goals and commitments to English Learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals—over and above compliance via the English Learner Master Plan and English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) regulations.

Intersection with other ELR Principles: For Principles 1,2, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Leadership Goals and Commitments

In small groups of 4, candidates read about the systemic approaches that state and school leaders use that affect EL student success. They learn about the EL Master Plan, ELAC and DELAC as school structures to address the entire system's viability. Selected Chapters from the California English Learner Roadmap System Conditions for Implementation Guide and Toolkit for Administrators will be a valuable resource (Californian's Together, 2022). Follow the activity below for greater retention.

"One on the Outside" is a variation of a cooperative learning activity (Brame & Biel, 2015) that gives students the opportunity to practice key material in preparation for a mini assessment, such as a quiz, fill-in, oral questions, or short essay. One student from each group goes outside for about 10-15 minutes, while the rest discuss in depth these various important systemic elements as they relate to English Learners. When this student returns, the remaining group tutors prepare them for a quiz or questions on the subject. That student then represents the entire group on the mini assessment on the topic. This approach is helpful for diverse topics that require rigorous processing and retention.

Assignment (Field): Shadow a principal or other school leader for a day

After reading about the roles and responsibilities of principals, candidates set up a visit to a school that has a significant population of English Learners. They shadow them from morning until afternoon, watching for the many roles they play, and how they respond to their tasks, personnel, students and parents. They return to class to discuss what they observed.

A variation of this is to set up interviews with one or two local principals to learn more about how their schools are run and the sorts of special considerations they make to meet the needs of the EL students and their parents. An interview protocol can be created in class.

Assignment (Field): School Board Meeting Observation

Candidates review the agendas of several local districts that have large numbers of ELs. They find a meeting with a relevant agenda and sit through at least half of the meeting. They look for the nature of agenda items;who is on the board,what sorts of people attend the meetings, and how do they get to speak. They also look to see if translation is made available, and what celebrations are featured from the community. After taking notes, they come back to their class to debrief on their observations and see what connections they can make to the overall district's vision for the English learning students in their district.

Assignment (Class): Mock Interviews of EL Educators

Candidates prepare for interviews. They learn about the roles of different members typically on hiring panels for a fictitious school district that is seeking educators who work with EL students. Depending on the credential area, each candidate prepares to answer questions relevant to ELs that might be asked of them during an interview. For this activity, a small group of the students take the role of different panelists for a mock interview (such as principal, teacher, counselor, parent, district representative, etc.). The candidates then rotate roles to give as many of them a chance to role play in the various positions. They follow by writing a reflection and then discussing their answers.

Focal ELR Connection - Principle Three, Element 3A: Leadership
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Three, Element 3A** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

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Focal ELR Connection - Principle Three, Element 3.B: Adequate Resources
The school system invests adequate resources to support the conditions required to address EL needs

Intersection with other ELR Principles: For Principles 1,2, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Review of Local Control and Accountability Plans (LCAPs)

In pairs or small groups, candidates select 2 of the 7 _English Learner Research-Aligned Rubrics_ to review one local education agency's (LEA) Local Control Accountability Plan (LCAP). They determine the level of investments being made to support the linguistic and academic needs of English Learners in their district. What recommendations would the candidates make if they had input?

Focal ELR Connection - Principle Three, Element 3B: Adequate Resources
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Three, Element 3B** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Three, Element 3.C: Assessments
A system of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

Intersection with other ELR Principles: For Principles 1,2, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): EL Student Work Analysis

Analyzing oral language or writing samples can tell educators a great deal about a student's understanding of their native language and English, their use of vocabulary, form and function, written discourse, and grammatical structure. For this activity, candidates get into groups to analyze student work, after having learned what features of language to focus on. They then discuss ways to support students in skill areas of need, such as writing frames for organization and written discourse.

Assignment (Field): English Learner Assessments

One of the most important skills credential candidates can learn is in the area of assessment. Given the context of the credential, have candidates assess a small group of students. Language assessment is critical to identifying and meeting student needs, and is as important as academics.

What assessments/instruments/tools are most appropriate for this group of students? In what spaces and with what materials will they be assessed? How valid and reliable is the assessment in determining the needs of the EL students? What kind of analysis will lead to the interventions that will support students in their areas of need? How will these assessments be used?

Focal ELR Connection - Principle Three, Element 3C: Assessments
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Three, Element 3C** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Three, Elements 3.D: Capacity Building

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of English Learners. Professional learning and collaboration time are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a recruitment and development pipeline of educators skilled in addressing the needs of English Learners, including bilingual teachers.

Intersection with other ELR Principles: For Principles 1,2, and 4 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Program Alignment (Principle 4). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class): Preparing to Enter the Profession: Professional Organizations

Candidates work in pairs to do an online search on professional development opportunities that are available on effective practices for working with English Learners to meet identified needs. One member of the pair does a search on state educational agencies and professional organizations sites (i.e., CDE, CABE, Californians Together), while the other takes time to research the webpage of a nearby district for evidence of similar or related capacity building efforts. They list what they find (i.e., topics, approaches, strategies) then share and compare notes with the class. Announcements of professional development opportunities can be brought from the field to share with the class.

Focal ELR Connection - Principle Three, Element 3D: Capacity Building
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Three, Element 3D** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Principle Four English Learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual, twenty-first century world.

Principle Four Elements. Each principle is broken down into its corresponding elements. Below are Principle Four's elements and sample activities/assignments for some elements.

Focal ELR Connection - Principle Four, Element 4.A: Alignment and Articulation
English Learner (EL) educational approaches and programs are designed for continuity, alignment, and articulation across grade levels and system segments beginning with a strong foundation in early childhood (preschool), and continuing through elementary and secondary levels onto graduation, postsecondary education, and career preparation.

Intersection with other ELR Principles: For Principles 1-3 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Assessments (Principle 3). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Classroom): P-12 English Learner Master Plan Analysis

In small groups, candidates review the Master for English Learners for a local district they are assigned to for fieldwork. In small groups they look to see if there is a clear alignment with the ELR and articulation across grades and programs for EL learners from P-12. They also look at statistics for attendance, dropout rate, college acceptance, and discipline. Examples are available online as well: e.g. Burbank: English Learners / Master Plan for English Learners (burbankusd.org) and Hayward EL Master Plan (husd.us), El Dorado Union High School District

Focal ELR Connection - Principle Four, Element 4A: Alignment and Articulation
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Four, Element 4A** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Four, Element 4.B: Providing Extra Resources
Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with after school and other entities to provide additional support for English Learners, to accommodate the extra challenges English Learners face in learning English and accessing/mastering all academic subject matter.

Intersection with other ELR Principles: For Principles 1-3 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Assessments (Principle 3). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Class and Field): Observations and Interviews on Resources

As part of a class activity, candidates create an observation and interview protocol to explore the sorts of resources, partnerships, and support services available to ELs. They then visit a nearby school, district, or community-based site to observe these support programs and to interview local school/district administration and/or agency staff. The purpose of this activity is to ascertain what support services are provided to English Learners. Options for this include LEA and community agencies/partners that host before and after school or summer school, and/or

provide academic tutoring, academic counseling, and other support. Candidates then share what they have learned in their university classes to discuss the variety of services they found and discuss the benefits of these supports as well as ideas and mechanisms for expanding support services to English learning students.

Assignment (Field): Observing a counseling session, following a counselor or interview

With permission, candidates observe an individual or group counseling session to watch the dynamic between the counselor and the student/s. They watch to see what kinds of questions students ask, and how these are addressed, what resources the counselors have available, and what supports they provide. Online resources may be used as well.

A variation to this assignment would be to follow a counselor for a day to get a sense of the many distinct roles they play in a school and the interactions that they have with students, personnel, and parents/community.

Another variation or follow up to the above is to interview a school counselor who works with English Learners. An interview protocol can be created by students in the course associated with this assignment.

Focal ELR Connection - Principle Four, Element 4B: Providing Extra Resources
Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Four, Element 4B** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Focal ELR Connection - Principle Four, Element 4.C: Coherency
EL educational approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

Intersection with other ELR Principles: For Principles 1-3 these assignments are adaptable when choosing other important EL related topics such as responding to diverse ELs (Principle 1), integrated or designated English Language Development (Principle 2), or Assessments (Principle 3). Candidates can look for opportunities where families provide input or receive information about any of these areas.

Assignment (Classroom): Wall Venn Diagram on Coherency

Creating a wall sized Venn diagram (Pfeiffer, 2022) provides the space for credential candidates to converge on or summarize three of four big or central ideas or practices resulting from text or journal readings and field observations. In this example, they read about, discuss, and later brainstorm various educational approaches and initiatives for EL students at various levels (Local, district, state, and national (OELA, 2015)) that can lead to effective practices for EL success in schools. Using a different color post-it for approaches in schools, districts, state, and national levels, they first post their ideas on the Venn circle for which the approach was designated. Then, they find where they might intersect and move to the places of intersection in the diagram. They follow with a discussion about how well articulated or how little convergence there might be. This can highlight the level of coherency across the state and nation.

Focal ELR Connection - Principle Four, Element 4C: Coherency

Syllabus Augmentation

Educator Program Adaptations – Discuss and Record Ideas

1. Review the **Principle Four, Element 4C** assignments/activities with your interdisciplinary team.
2. Identify how you might adapt these activities to emphasize ELR alignment in your course(s) and record how these could be adapted across programs.
3. What other activities are you already doing that are aligned to the ELR? How can these be shared with your interdisciplinary teams to amplify ELR-alignment efforts across programs?

Teacher Education	Counseling	Educational Administration/Leadership

Section 5a: Selected Resources Related to ELR Principles and Elements

This section includes a non-exhaustive sampling of seminal and more recent research to complement the ELR.

<u>Bilingual Education and Native Language Instruction</u>

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Center for Applied Linguistics, https://www.cal.org /

Center for Equity for English Learners, https://soe.lmu.edu/centers/ceel/

CAST https://www.cast.org/

Colorín Colorado https://www.colorincolorado.org/

Newsela, https://newsela.com/

Edutopia, https://www.edutopia.org/

English Learner Roadmap Resource Hub, https://www.elroadmap.org/?tag=educators

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Section 5c: Appendices

Appendix A. Expert English Learner Faculty Teams

Thank you to the expert EL Faculty Teams who provided invaluable input in the calibration of the educator performance expectation alignment with the California English Learner Roadmap.

Institute of Higher Education	Name	Title	Educator Preparation Focus Area
California State University, Bakersfield	Yvonne Ortíz Bush, Ph.D.	Associate Professor, Advanced Education Studies Department Educational Counseling Program	Counseling
	Adam Sawyer, Ed.D.	Assistant Professor, Director of Liberal Studies and Coordinator of Bilingual Authorization, Department of Teacher Education	Teacher Education
	Dr. Richard "Aaron" Wisman, Ed.D.	Assistant Professor of Educational Administration and Co-Director, Department of Advanced Educational Studies	Educational Administration/Leadership
California State University, Fresno	Patricia López, Ph.D.	Assistant Professor, Department of Curriculum and Instruction Director, Enseñamos en El Valle Central	Teacher Education
	Ken Magdaleno, Ed.D.	Founder/President/CEO Center for Leadership, Equity, and Research (CLEAR) Former Chair, Department of Educational Leadership & Director of the Doctoral Program in Educational Leadership	Educational Administration/Leadership
	Cecilia Mendoza, Ed.D.	Assistant Professor in Educational Leadership Core Faculty for Educational Leadership Doctoral Program	Educational Administration/Leadership

Institute of Higher Education	Name	Title	Educator Preparation Focus Area
	Ana Soltero-López, Ph.D.	Assistant Professor, Department of Literacy, Early, Bilingual and Special Education (LEBSE) Coordinator, Bilingual Authorization Program	Teacher Education
California State University, Fullerton	Grace Cho, Ph.D.	Professor, Department of Secondary Education	Teacher Education
California State University, Los Angeles	Maria Oropeza-Fujimoto, Ph.D.	Professor, Applied & Advanced Studies	Educational Administration/Leadership
	Miguel Zavala, Ph.D.	Director, Urban Learning Program Associate Professor, Division of Curriculum & Instruction Co-President, CA-NAME	Teacher Education
Loyola Marymount University	Fernando Estrada, Ph.D.	Associate Professor & Co-Academic Director: Counseling Programs	Counseling
	Linda Kaminski, Ed.D.	Director of Research and Policy, Center for Equity for English Learners & Affiliate Faculty, Department of Education Leadership	Educational Administration/Leadership
National University	Clara Amador-Lankster, Ph.D.	Professor & 2021/2022 Fulbright Senior Specialist Director ~ Master of Bilingual Education with MS.SS and Bilingual Authorization	Teacher Education
	Dina Pacis, Ed.D.	Professor and Chair Educational Leadership	Educational Administration/Leadership
	Sonia Rodriguez, Ph.D.	Associate Professor Academic Program Director School Counseling	Counseling
	Nilsa J. Thorsos, Ph.D.	Professor of Education	Teacher Education

Institute of Higher Education	Name	Title	Educator Preparation Focus Area
Santa Clara University	Carmina Mendoza, Ph.D.	Director for Community & Professional Development School of Education and Counseling Psychology	Teacher Education Counseling
	Claudia Rodriguez-Mojica, Ph.D.	Associate Professor Bilingual Authorization Coordinator	Teacher Education
University of San Diego	Viviana Alexandrowicz, Ph.D	Associate Professor, Education Director, Changemaking Center for K-12 Education	Teacher Education
	Ana Ulloa Estrada, Ph.D.	Associate Professor and Director, Counseling Program, School of Leadership and Education Sciences (SOLES) University of San Diego School of Leadership and Education Sciences Marital and Family Therapy Program	Counseling
	Reyes Quezada, Ed.D.	Professor and Chair, Department of Learning and Teaching	Educational Administration/Leadership

Appendix B. Teacher Performance Expectations: Alignment with the CA English Learner Roadmap

Relational Content Analysis (Holsti, 1968) was used to code the level of alignment with the _CA English Learner Roadmap_ (ELR). Through relational content analysis the ratings below highlight the level of emphasis currently given by CTC standard expectations via the presence of certain words, themes, or concepts (Holsti, 1968), in relation to what is stipulated in the ELR state policy. Verification of the process by a panel of experts with knowledge concerning the topic contributed to credibility and authenticity (Elo, et al, 2014).

A four-level rating scale designates the degree to which the current California (CTC) standard expectations for teaching address elements present in each of the four principles in the _CA English Learner Roadmap_. Table 1 provides a summary of the overall ratings and level of alignment for the Teacher Performance Expectations (TPE). Each column in Table B1 specifies the rating scale for each of the ELR principles, resulting in designations of either **High, Moderate, Low, or Negligible**. Table B2 provides the detailed crosswalk correlation and overall ratings.

Table B1. _Summary of Teacher Performance Expectations (TPE)[7] with EL Roadmap Alignment Rating*_

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible
TPE 1	Moderate	High	Negligible	Negligible
TPE 2	Moderate	Low	Negligible	Negligible
TPE 3	Moderate	Moderate	Negligible	Negligible
TPE 4	Moderate	Moderate	Negligible	Negligible
TPE 5	Moderate	Low	Negligible	Negligible
TPE 6	Moderate	Low	Low	Negligible

*Rating Scale:

High (H) indicates that there is high evidence (90 - 100%)

Moderate (M) indicates that there is some evidence (60% - 89%)

Low (L) indicates that there is little evidence (26% - 59%)

Negligible (N) indicates no or almost no evidence (25% or less)

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[7] https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

Table B2. *English Learner Roadmap Alignment Crosswalk Reflection Tool – Teacher Education Matrix*

CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING ELEMENTS Overall Ratings ➡	M	H	N	N
TPE details for crosswalk correlation: ⬇				
1. Apply knowledge of students, including their prior experiences, interests, and social emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	1a, 1b			
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.	1d, 1e			
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	1a	2c, 2d		
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	1b, 1e	2b,2c, 2d,2f		
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.		2c		
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	1a, 1b,1e	2a,2b, 2d,2e, 2f,2g		
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	1b, 1e	2b		

CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING Overall Ratings ➡	M	L	N	N
TPE details for crosswalk correlation: ⬇				
1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	1c			
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	1a	2c		
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	1c			
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	1b		3b	
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	1b	2b, 2c, 2d		
6. Establish and maintain clear expectations for positive classroom behavior and for student to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.		2c		

CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 3: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR LEARNING Overall Ratings ➡	M	M	N	N
TPE details for crosswalk correlation: ⬇				
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.		2a,2b		
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.	1b	2a,2b, 2d		
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.		2b,2f		
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.		2b,2c		
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.	1a,1b, 1e	2a,2b, 2c,2d		
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.		2a,2b, 2c,2d, 2f		
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet.				
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.				

CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 4: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS				
Overall Ratings ➡	M	M	N	N
TPE details for crosswalk correlation: ⬇				
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	1a,1b	2a,2b 2d		
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	1b,1e	2d		
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.		2a,2b2d		
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • use of community resources and services as applicable.	1a,1b1e	2a,2b2c,2d2f		
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)				
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.		2b		
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	1b	2a		

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.		2d		
CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 5: ASSESSING STUDENT LEARNING Overall Ratings ➡	M	L	N	N
TPE details for crosswalk correlation: ⬇				
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.		2b		
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.		2b		
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	1b, 1d,1e	2b		
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.	1b,1e			
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.	1b,1e	2a,2b		
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	1b,1e	2a,2d		

CTC Teacher Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
TPE 6: DEVELOPING AS A PROFESSIONAL EDUCATOR **Overall Ratings** ➡	**M**	**L**	**L**	**N**
TPE details for crosswalk correlation: ⬇				
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.		2c		
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	1d	2c	3d	
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	1e			
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.	1b, 1d,1e	2b,2c	3d	
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	1b,1c1d, 1e		3d	
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.				
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

Appendix C. California Administrator Performance Expectations: Alignment with the CA English Learner Roadmap

Relational Content Analysis (Holsti, 1968) was used to code the level of alignment with the *CA English Learner Roadmap* (ELR). Through relational content analysis the ratings below highlight the level of emphasis currently given by CTC standard expectations via the presence of certain words, themes, or concepts (Holsti, 1968), in relation to what is stipulated in the ELR state policy. Verification of the process by a panel of experts with knowledge concerning the topic contributed to credibility and authenticity (Elo, et al, 2014).

A four-level rating scale designates the degree to which the current California (CTC) standard expectations for educational administration address elements present in each of the four principles in the *CA English Learner Roadmap*. Table C1 provides a summary of the overall ratings and level of alignment for California Administrator Performance Expectations (CAPE). Each column in Table C1 specifies the rating scale for each of the ELR principles, resulting in designations of either **High, Moderate, Low, or Negligible**. Table C2 provides the detailed crosswalk correlation and overall ratings.

Table C1. *Summary of California Administrator Performance Expectations (CAPE) [8] with EL Roadmap Alignment Rating**

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0 -1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible
CAPE 1	Moderate	Negligible	Negligible	Negligible
CAPE 2	Negligible	Low	Negligible	Negligible
CAPE 3	Low	Negligible	Moderate	Low
CAPE 4	Low	Negligible	Negligible	Negligible
CAPE 5	Moderate	Negligible	Negligible	Negligible
CAPE 6	Negligible	Negligible	Negligible	Negligible

*Rating Scale:

High (H) indicates that there is high evidence (90 - 100%)

Moderate (M) indicates that there is some evidence (60% - 89%)

Low (L) indicates that there is little evidence (26% - 59%)

Negligible (N) indicates no or almost no evidence (25% or less)

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[8] The California Administrator Content Expectations (CACE) describe what preliminary candidates need to know and understand in order to meet the performance expectations established in the California Administrator Performance Expectations (CAPE) and measured by the California Administrator Performance Assessment (CalAPA). https://www.ctc.ca.gov/docs/default-source/educator-prep/asc/2017-cape-and-cace.pdf?sfvrsn=f66757b1_2

Table C2. *English Learner Roadmap Alignment Crosswalk Reflection Tool – Educational Administration/Leadership Matrix*

CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 1: DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students Overall Ratings ➡	M	N	N	N
CAPE details for crosswalk correlation: ⬇				
1A: Developing a Student-Centered Vision of Teaching and Learning New administrators develop a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.	1b1e	2d		
1B: Developing a Shared Vision and Community Commitment New administrators apply their understanding of school governance and the roles, responsibilities, and relationships of the individuals and entities within the California education system that shape staff and community involvement	1d			
1C: Implementing the Vision New administrators recognize and explain to staff and other stakeholders how the school vision guides planning, decision-making, and the change processes required to continuously improve teaching and learning.			3a	
CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 2: INSTRUCTIONAL LEADERSHIP Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Overall Ratings ➡	N	L	N	N
CAPE details for crosswalk correlation: ⬇				
2A: Personal and Professional Learning New administrators recognize that professional growth is an essential part of the shared vision to continuously improve the school, staff, student learning, and student safety and well-being.	1c			

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
2B: Promoting Effective Curriculum, Instruction, and Assessment Administrators understand the role of instructional leaders and use the state-adopted standards and frameworks to guide, support, and monitor teaching and learning.		2a, 2b	3c	4a
2C: Supporting Teachers to Improve Practice New administrators know and apply research-based principles of adult learning theory and understand how teachers develop across the phases of their careers, from initial preparation and entry, through induction, ongoing learning, and accomplished practice.				
2D: Feedback on Instruction New administrators know and understand TK–12 student content standards and frameworks, TK–12 performance expectations, and aligned instructional and support practices focused on providing equitable learning opportunities so that all students graduate ready for college and careers.	1b	2b, 2f		

CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 3: MANAGEMENT AND LEARNING ENVIRONMENT Education leaders manage the organization to cultivate a safe and productive learning and working environment. Overall Ratings ➡️	**N**	**N**	**L**	**L**
CAPE details for crosswalk correlation: ⬇️				
3A: Operations and Resource Management New administrators know that day-to-day and long- term management strategies are a foundation for staff and student health, safety, academic learning, and well-being.	1c			
3B: Managing Organizational Systems and Human Resources New administrators know the importance of established structures, policies and practices that lead to all students graduating ready for college and career.		2g	3d	4b
3C: School Climate New administrators understand the leader's role in establishing a positive, productive school climate, supportive of staff, students and families.	1c, 1d		3a	4b
3D: Managing the School Budget and Personnel New administrators know how effective management of staff and the school's budget supports student and site needs.			3b	4b

CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources. Overall Ratings ➡	**L**	**N**	**N**	**N**
CAPE details for crosswalk correlation: ⬇				
4A: Parent and Family Engagement New administrators engage families in education and school activities and understand the benefits of and regulations pertaining to their involvement.	1a1d			
4B: Community Involvement New administrators recognize the range of family and community perspectives and, where appropriate, use facilitation skills to assist individuals and groups in reaching consensus on key issues that affect student learning, safety, and well-being.	1a1d			

CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 5: ETHICS AND INTEGRITY Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard. Overall Ratings ➡	**M**	**N**	**N**	**N**
CAPE details for crosswalk correlation: ⬇				
5A: Reflective Practice New administrators regularly review and reflect on their performance and consider how their actions affect others and influence progress toward school goals.			3d	
5B: Ethical Decision-Making New administrators develop and know how to use professional influence with staff, students, and community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.	1a 1c			

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
5C: Ethical Action New administrators understand that how they carry out professional obligations and responsibilities affects the entire school community.	1d			
CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CAPE 6: EXTERNAL CONTEXT AND POLICY Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices. Overall Ratings ➡	N	N	N	N
CAPE details for crosswalk correlation: ⬇				
CTC Administrator Performance Expectations	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
6A: UNDERSTANDING AND COMMUNICATING POLICY New administrators are aware of the important role education policy plays in shaping the learning experiences of students, staff, families, and the larger school community.	1a			
6B: REPRESENTING AND PROMOTING THE SCHOOL New administrators understand that they are a spokesperson for the school's accomplishments and needs.				

Appendix D. School Counseling Performance Expectations: Alignment with the CA English Learner Roadmap

Relational Content Analysis (Holsti, 1968) was used to code the level of alignment with the *CA English Learner Roadmap* (ELR). Through relational content analysis the ratings below highlight the level of emphasis currently given by CTC standard expectations via the presence of certain words, themes, or concepts (Holsti, 1968), in relation to what is stipulated in the ELR state policy. Verification of the process by a panel of experts with knowledge concerning the topic contributed to credibility and authenticity (Elo, et al, 2014).

A four-level rating scale designates the degree to which the current California (CTC) standard expectations for counseling address elements present in each of the four principles in the *CA English Learner Roadmap*. Table D1 provides a summary of the overall ratings and level of alignment for School Counseling Performance Expectations (SCPE). Each column in Table D1 specifies the rating scale for each of the ELR principles, resulting in designations of either **High, Moderate, Low, or Negligible**. Table D2 provides the detailed crosswalk correlation and overall ratings.

Table D1. *Summary of School Counseling Performance Expectations (SCPE)[9] with EL Roadmap Alignment Rating**

	ELR Principle 1 (5 elements) 5 = High 3-4 = Moderate 2 = Low 0 -1 = Negligible	ELR Principle 2 (7 elements) 7 = High 5-6 = Moderate 2-4 = Low 0-1 = Negligible	ELR Principle 3 (4 elements) 4 = High 3 = Moderate 2 = Low 0-1 = Negligible	ELR Principle 4 (3 elements) 3 = High 2 = Moderate 1 = Low 0 = Negligible	
SCPE 1	Negligible	Negligible	Negligible	Negligible	***Rating Scale:**
SCPE 2	Low	Negligible	Negligible	Negligible	
SCPE 3	Moderate	Low	Low	Low	**High (H)** indicates that there is high evidence (90 - 100%)
SCPE 4	Negligible	Negligible	Low	High	
SCPE 5	Moderate	Negligible	Negligible	Negligible	**Moderate (M)** indicates that there is some evidence (60% - 89%)
SCPE 6	Negligible	Negligible	Low	Low	
SCPE 7	High	Negligible	Moderate	Moderate	**Low (L)** indicates that there is little evidence (26% - 59%)
SCPE 8	Low	Negligible	Low	Moderate	
SCPE 9	Negligible	Negligible	Negligible	Low	**Negligible (N)** indicates no or almost no evidence (25% or less)

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[9] 2020 California Pupil Personnel Services: School Counseling Performance Expectations (SCPE). https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pps-school-counseling-pdf.pdf?sfvrsn=28e552b1_4#:~:text=The%20School%20Counselor%20Performance%20Expectations%20(SCPEs)%20describe%20the%20set%20of,students%20in%20an%20educational%20setting.
Note: Section for school counselors only begins on page 9 of document.

Table D2. *English Learner Roadmap Alignment Crosswalk Reflection Tool – Counseling Matrix*

CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 1: FOUNDATIONS OF SCHOOL COUNSELING PROFESSIONAL STANDARDS Overall Ratings ➡	N	N	N	N
SCPE details for crosswalk correlation: ⬇				
1. Understand and articulate the key elements of effective and data driven school counseling programs for students in the PreK-12 school systems				
2. Examine the history of school counseling to create a context to understand the current state of the profession and the need for comprehensive, data-driven school counseling programs.				
3. Understand and evaluate core counseling theories that work within schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).				
4. Identify and understand the model framework for school counseling programs, specifically the American School Counselor Association (ASCA) National Model for School Counseling programs and the ASCA Mindsets and Behavior Standards.				

CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 2: PROFESSIONALISM, ETHICS, AND LEGAL MANDATES Overall Ratings ➡	L	N	N	N
SCPE details for crosswalk correlation: ⬇				
1. Develop and apply an ethical decision-making process.				
2. Articulate school counseling philosophy as it pertains to school counselor professional identity.				
3. Locate and identify key state provisions such as California Education Codes (EC § 49600, 49602) and California Code of Regulation (CCR § 80049.1) and key local provisions in board policy, school counselor job description and certificated collective bargaining agreement.				

4. Examine the key provisions of Family Education Rights and Privacy Act (FERPA) and Elementary and Secondary Education Act (ESEA) as related to the scope of the school counseling program.	1d			
5. Understand the responsibility of maintaining confidentiality of student records, ethical considerations regarding counseling relationships, limits pertaining to maintaining confidentiality, and the legal responsibilities within school counseling.				
6. Articulate and provide an example of an individualized self-care plan to ensure long-term wellness and professionalism to successfully cope with high stress situations.				
7. Understand and apply ethical and legal obligations to students, parents, administrators, and teachers.				
8. Knowledge of empirically validated practices and programs and apply those practices and programs in an ethical manner.				
9. Knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations, including but not limited to: special needs population, English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless, social and economically disadvantaged, and LGBTQ+.	1b 1d		3b	
10. Maintaining professional and ethical boundaries in school counseling relationships per professional association ethical guidelines created by American School Counselor Association (ASCA), American Counseling Association (ACA), and American Psychological Association (APA).				
11. Understand and articulate the state laws and obligations regarding mandated reporting for child, elder, and dependent adults.				
12. Display professional disposition related to conduct, communication, demeanor, and presentation (written/oral) within the school counseling program and profession.				

CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 3: STUDENT ACADEMIC DEVELOPMENT Overall Ratings ➡️	M	L	L	L
SCPE details for crosswalk correlation: ⬇️				
1. Demonstrate knowledge of high school graduation requirements in assisting pupils to develop appropriate academic plans, including alternative pathways to high school completion (for example, General Education				4a4b

Development (GED) test, A-G requirements, waivers for homeless, foster and probation youth, California High School Proficiency Exam (CHSPE).				
2. Ability to link the relationship of pupil academic performance to the world of work, family life, and community service.	1a			
3. Identify the factors associated with prevention and intervention strategies to support academic achievement and ensure equitable access to resources promoting academic achievement, college and career development, and social/emotional development for every student, such as: motivation, student efficacy, time management, study skills, constructive problem solving, and teacher-student rapport.			3b	4b
4. Identify support systems and processes for students to successfully transition between school levels (such as proving summer bridge programs for elementary to middle school, middle to high school).				4b
5. Knowledge and understanding of state and local academic standards, grading policies and state testing.				
6. Identify and explain English Language Development (ELD) class placement and reclassification process, and methods to support success through the reclassification process.	1b	2a2b 2d	3a	
7. Awareness and understanding of parent rights and processes associated with Individual Educational Plan (IEP), Section 504 Plan, and other academic accommodation and modification programs.	1e			
8. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs.	1a1b 1e			
9. Demonstrate the role of the school counselors in academic tiered systems of support, and develop strategies to intervene academically through appraisal, advisement, individual student planning, goal setting, etc.			3a3b	

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CTC School Counseling Performance Expectations (SCPE)				
SCPE 4: STUDENT COLLEGE AND CAREER DEVELOPMENT Overall Ratings ➡️	N	N	L	H
SCPE details for crosswalk correlation: ⬇️				
1. Articulate the role of the school counselors in PreK-12 college/career tiered systems of support.				4a4b4c
2. Examine and explain college entrance criteria, including A-G courses, required by University of California (UC), California State University (CSU), private universities, out of state institutions and community colleges.				

3. Knowledge of state and local graduation requirements, and provisions for marginalized populations.			3b	4a
4. Comprehensive understanding of college counseling process and college admission procedures, such as letters of recommendations, as well as local and state programs available such as California State University Educational Opportunity Program (CSU EOP) and University of California Early Academic Outreach Program (EAOP).				
5. Identify college entrance and curriculum performance exams including Preliminary Scholastic Aptitude Test (PSAT), Scholastic Assessment Test (SAT), American College Test (ACT), Advanced Placement Test (AP), International Baccalaureate (IB), and the resources and accommodations available to support student performance on these assessments.				
6. Knowledge of financial aid planning for higher education, for example: Free Application for Federal Student Aid (FAFSA) California Dream Act (CADAA), CSS/Financial Aid Profile, Cal Grant, national/local scholarships, financial resources for foster and homeless youth, and net college cost.				
7. Ability to promote developmentally appropriate college affordability planning, and establishing a school wide career and college culture throughout PreK-12 schools.				4c
8. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools.				4a4c
9. Knowledge and understanding of local and national career and job market trends.				
10. Understanding of various post-graduate options, including Career Technical Education (CTE) pathways and certifications, military entrance requirements, Armed Services Vocational Aptitude Battery (ASVAB), Job Corps, and California Conservation Corps.				4a4c
11. Knowledge of secondary pupil transcript analysis and international student transfer requirements such as the Test of English as a Foreign Language (TOEFL).	1b		3c	
12. Utilize athlete academic requirements and processes required by National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) to best assist pupils.				

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
13. Demonstrate ability to develop four and six-year academic and post-secondary planning.				4c
14. Understand and implement post-secondary planning, success, retention and completion including dual and concurrent enrollment as well as the transfer process to a four-year college or university.				4c
CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 5: SOCIAL/EMOTIONAL DEVELOPMENT Overall Ratings	M	N	N	N
SCPE details for crosswalk correlation:				
1. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement.				
2. Model and demonstrate essential counseling skills in group counseling within psycho-educational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.	1c			
3. Articulate the role of school counselors in Multi-Tiered Systems of Support (MTSS) and apply the MTSS framework to promote social and emotional learning of pupils in a non-judgmental and inclusive manner.	1c			
4. Develop cultural competency and demonstrate skill in helping pupils to respect and understand alternative points of view to accept, respect, and value differences, such as cultural diversity and family configuration patterns.	1a1c 1d			
5. Articulate the intervention processes and considerations utilized in the delivery of responsive services including individual/small group/crisis response.				
6. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs.	1d			
7. Understand what defines a crisis, identifies the appropriate responses, and develops a variety of intervention strategies to meet the needs of the individual, group, or school community before, during, and after crisis response.	1c			
8. Articulate and demonstrate the role of the comprehensive school counseling program in the school crisis/post-crisis plan.				

9. Demonstrates knowledge of trauma-informed care processes and the ability to create interventions aligned with trauma-informed care practices to support student achievement.				
10. Develop, implement, and monitor prevention, education, and intervention programs, such as: cyber-bullying, restorative practices, self-harm, social media literacy, Alcohol, Tobacco and Other Drugs (ATOD), suicide, school truancy, sex trafficking, retention rates, pregnancy, LGBTQ+ awareness and empowerment.				
11. Demonstrates knowledge of and skills in developing, organizing, presenting, and evaluating preventative and proactive in-service education programs for school staff.			3d	
12. Demonstrate the ability to promote school connectedness and understand the benefits of enrichment and extracurricular engagement, such as school clubs, sports, and other extracurricular activities.				
13. Attend continuing education sessions for professional development on topics related to crisis, trauma, and mental health services provided to students in the PreK-12 school system.				
14. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site.				
15. Articulate and demonstrate the school counselor's responsibility to develop and lead comprehensive student support system in collaboration with teachers, administration, other PPS professionals, and community partners/agencies.				
CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 6: EDUCATIONAL FOUNDATIONS: GROWTH AND DEVELOPMENT, LEARNING THEORY, ACADEMIC ACHIEVEMENT Overall Ratings ➡	N	N	L	L
SCPE details for crosswalk correlation: ⬇				
1. Understanding of theories of individual and family development across the lifespan.				
2. Compare and contrast learning theories in education and integrate applicable theories into a model lesson on school counseling core curriculum.				
3. Knowledge of systemic and environmental factors affecting human development, function and behavior.				
4. Develop, present, and evaluate a classroom lesson on school counseling core curriculum, including formative and summative assessments.				
5. Demonstrate effective classroom management skills and strategies, including developing, implementing, and consulting on successful practices such as classroom systems and procedures, positive behavior interventions				

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
and supports (PBIS), restorative practices, tiered systems of support (academic and social/emotional), and individual student support plans.				
6. Understand the needs of diverse learners, including adapting to the dynamics of difference in cross cultural relationships for effective classroom management. Understanding the impact of counselor identity (racial, ethnic, gender, sexual orientation, socioeconomic status) as a factor in effective classroom management.	1b		3d	
7. Review and analyze appropriate state and national evidence-based curriculum for Pre-K-12 social/emotional learning.				
8. Identify and apply student engagement strategies and pedagogical best practices.		2d		
9. Recognize early signs and predictors of student learning barriers and apply measurable intervention strategies.			3c	
10. Examine and identify factors that impede or limit student development including stereotyping, socioeconomic status, language development, school climate, and discrimination. Understand, develop, and encourage collective and student efficacy to increase student achievement.			3c3d	4b

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 7: LEADERSHIP AND ADVOCACY IN SOCIAL JUSTICE, EQUITY, AND ACCESS — Overall Ratings ➡	H	N	M	M
SCPE details for crosswalk correlation: ⬇				
1. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.			3a	
2. Articulate the impact of school, district and state educational policies, procedures, and practices that support and impede student success.				4a4c
3. Integrate multicultural and pluralistic trends when developing and choosing school counseling core curriculum.	1a1b			
4. Ability to understand and apply cultural competencies and social justice competencies with marginalized populations.	1a1c 1e			
5. Identify and address prejudice, power, personal biases (implicit and explicit) and attitudes, oppression and privilege that affect self, pupils, and all stakeholders.	1c	2c	3a3d	
6. Demonstrate knowledge of federal and state laws, county ordinances, and district policies related to the rights and treatment of historically marginalized populations, including but not limited to special needs population,			3a3b3d	4c

English learner, undocumented youth, racial and ethnic minorities, foster youth, homeless youth, social & economically disadvantaged, LGBTQ+, and gender identity.				
7. Understands the leadership role of a school counselor in engaging in collaborative work with school administrators, teachers, other pupil personnel services staff, and outside agencies.				4c
8. Understand and apply theories and principles of equity with the education context of the purpose of creating more safe, secure and nurturing learning environments that promote and support student success	1a1c			
9. Understand and apply processes to improve schooling for all students with an emphasis on vulnerable and historically underserved students by examining student academic performance, student engagement, student discipline, school culture, family involvement, and other programmatic supports in the school for the purposes of providing equitable access for all students.	1d			
10. Understand and demonstrate a critical examination of the principles of democratic education and the responsibilities of citizenship to actively and within the moral imperative to provide all students the best possible education.			3a	
11. Understand the role of the school in preparing PreK-12 students to actively and productively engage in civic responsibility and to identify and critically analyze the variety of ideas and forces in society that contribute to (or constrain) a democratic society.				
12. Understand and demonstrate the school counselor's role as a leader, advocate, and systems change agent based on leadership and change theory leading to equitable outcomes.				4c

CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 8: PROGRAM DEVELOPMENT Overall Ratings ➡️	L	N	L	M
SCPE details for crosswalk correlation: ⬇️				
1. Understands the organization and structure of schools as part of district, county, and state educational systems.				
2. Plan, develop, implement, and evaluate a comprehensive school counseling program and the program's role connected with the overall school plan.				4a4c
3. Use data to articulate the impact of comprehensive school counseling programs, including academic, college/career and social emotional development for all students in traditional and alternative educational systems.			3a	4a4c

	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
4. Demonstrate the ability to design, develop, and deliver prevention and intervention programs based on a comprehensive student needs assessment.			3c	
5. Understand the interrelationships among prevention and intervention strategies within school organizations and the community.				
6. Ability to identify needs of multiple school stakeholders and engage in school, family, and community partnerships/relationships.	1c1d			
7. Ability to use and interpret state, county, district, and school accountability systems data to help design, implement, and monitor comprehensive school counseling programs.				
8. Understands the organization and structure of schools as part of district, county, and state educational systems.				4c
CTC School Counseling Performance Expectations (SCPE)	ELR Prin. 1	ELR Prin. 2	ELR Prin. 3	ELR Prin. 4
SCPE 9: RESEARCH, PROGRAM EVALUATION, AND TECHNOLOGY Overall Ratings ➡	N	N	N	L
SCPE details for crosswalk correlation: ⬇				
1. Collect, evaluate, and share process, perception, and outcome data for school counseling program activities (i.e., classroom lessons, interventions).				
2. Knowledgeable about basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single-subject designs.				
3. Ability to differentiate between and ability to interpret valid and reliable results.				
4. Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of school counseling and other educational programs in terms of student outcomes.			3c	
5. Conduct a program evaluation of a comprehensive school counseling program using technological applications such as computer software or web-based applications.				
6. Facilitate effective and appropriate outcomes in program management and individual student achievement, demonstrate skills in utilizing current technology for communication and collecting, organizing, distributing and analyzing data, and resources.			3c	
7. Understands and demonstrates abilities in using and interpreting state accountability systems data to develop prevention and intervention programming.				4c
8. Possess knowledge, understanding, and experience with at least one student information system.				