

Brief Insights | Advancing Coherence: Aligning Teacher Preparation with CA EL Roadmap

The California English Learner Roadmap (ELR), published in 2017, outlines four principles of the educational experience that impact the success of English Learners (ELs): (a) making school environments welcoming and being attentive to the assets ELs bring to school, (b) ensuring meaningful access to rigorous instruction, (c) creating systems to support effectiveness, and (d) ensuring alignment within and across systems. The Center for Equity for English Learners (CEEL) analyzed the degree to which the current educator program expectations for teaching, school counseling, and administration/leadership are aligned to the ELR. Using relational analysis, CEEL compared the ELR principles and elements to the performance expectations for the three educator areas, which yielded qualitative and quantitative findings. CEEL then engaged an expert panel to calibrate and validate alignment. The results presented here and in the associated policy brief focus on the results of this analysis. We also highlight a resource for bridging the gap in alignment.

Key Finding:

THERE WERE OVER TWICE AS MANY GAPS THAN AREAS OF ALIGNMENT BETWEEN THE ELR AND THE PERFORMANCE EXPECTATIONS ACROSS THE TEACHING, SCHOOL COUNSELING, AND ADMINISTRATION/LEADERSHIP PROGRAMS.

Resource:

THE ENGLISH LEARNER ROADMAP TOOLKIT FOR INSTITUTES OF HIGHER EDUCATION (IHES) BY THE CENTER FOR EQUITY FOR ENGLISH LEARNERS (CEEL) AT LOYOLA MARYMOUNT UNIVERSITY OFFERS A COMPREHENSIVE SET OF TOOLS AND RESOURCES TO SUPPORT PROGRAM REDESIGN.



Why Does This Matter?

- **Vulnerable Student Population:** ELs represent one in five students in California's TK-12 system and are one of the most vulnerable student populations due to a number of opportunity gaps that negatively impact outcomes.
- **System-wide Reform:** ELs are more likely than many other student groups to have teachers lacking the preparation needed to teach them. Improving educational opportunities for ELs requires that all levels of our system focus on this population, including California's professional preservice programs for teachers, school counselors, and educational administrators/leaders.

Recommendations

Following the lead of County Offices of Education (COEs), districts, and schools, the field of educator preparation needs policies and practices to guide institutions of higher education (IHEs) to better align to the ELR in their program design, implementation, and evaluation. We present the following recommendations for state entities, professional organizations, and IHEs.

State-level Recommendations

California Commission on Teacher Credentialing (CTC)

- Engage the field in a review process to update and align *all* State of California Standard Expectations and accreditation procedures with the ELR, beginning with teacher education, school counseling, and administration/leadership credentialing programs.
- Improve program accreditation processes in alignment with the ELR.
- Serve as a convener in the IHE space to support ELR alignment efforts.

California Department of Education (CDE)

- Disseminate existing ELR resources more broadly to IHEs and all educator prep programs.

California Legislature

- Commit sustained funding for ELR implementation.

State-level Professional Organizations

- Train faculty to be knowledgeable about the ELR.

Educator Preparation Program Recommendations

- Align programs with ELR by utilizing the [English Learner Roadmap Toolkit for Institutes of Higher Education](#).
- Strengthen TK-12 & IHE alignment by collaborating with COEs and school districts in service of the ELR's goals.
- Engage in collaborative opportunities that support stronger ELR program alignment.

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