

**Testimony to U.S. House Committee on Education and Labor  
Early Childhood, Elementary and Secondary Education Subcommittee  
*No Child Left Behind (NCLB) and English Language Learners*  
*Teacher Preparation and Professional Development: The California State University***

**Beverly Young, Ph.D.  
Assistant Vice Chancellor, Academic Affairs  
California State University System  
March 23, 2007**

**Introduction**

Chairman Kildee, Ranking Member Castle, and subcommittee Members, thank you for inviting me to discuss *No Child Left Behind* (NCLB) and the preparation of teachers to address the needs of English Language Learners (ELLs). The focus of my testimony will be on the role of the California State University (CSU) in pre-service preparation and professional development for California teachers that equips them to meet this challenge. The CSU thanks the Committee for its attention to this critically important area.

**The California State University**

The CSU is the largest and most diverse four-year university system in the country, with 23 campuses, approximately 417,000 students and 46,000 faculty and staff. The CSU's mission is to provide high-quality, accessible education to meet the ever-changing needs of the people of California. Since the system's creation in 1961, it has awarded about 2 million degrees. We currently award approximately 84,000 degrees and 13,000 teacher credentials each year. Few, if any, university systems match the scope of the CSU system in the preparation of teachers.

One key feature of the CSU is its affordability. For 2006-07, the CSU's systemwide fee for full-time undergraduate students is \$2,520. With individual campus fees added, the CSU's total fees average \$3,199, which is the lowest among any of the comparison public institutions nationwide. A consequence is that many of our students are first-generation college-goers. A substantial number of the future teachers we prepare were themselves ELLs and have brothers, sisters, nieces, and nephews who also began school in this group of learners.

Close to sixty percent of the teachers credentialed in California (and ten percent of the nation's teachers) each year are prepared by the CSU. Chancellor Charles Reed and the CSU Board of Trustees have made quality teacher preparation one of the highest priorities of the system. Following a decade of unprecedented growth and reform in public K-18 education, the CSU Board of Trustees in 1998 embraced systemwide efforts to improve teacher preparation in a policy entitled *CSU's Commitment to Prepare High Quality Teachers*.

## **The California State University and the Preparation of Teachers of English Language Learners**

The CSU plays a particularly significant role in the pre-service preparation of teachers to work with ELLs due to the large concentration in California of students with primary languages other than English. In addition, CSU and its campuses are involved in many professional development programs in which teachers of ELLs are equipped with new skills and techniques based on the most current research on effective instructional and school improvement strategies.

### ***What Has the Impact of NCLB Been on CSU's Work Related to English Language Learners, including its Preparation and Professional Development of Teachers?***

It is important to recognize that 24.9% of the students in California's K-12 public schools—1,570,424 students—are ELLs, and that they are no longer concentrated in a few locations in the state. They are distributed across the regions of California, and all of our 22 campuses that prepare teachers are preparing candidates who will teach substantial numbers of ELLs. Approximately 85% of ELLs in the state are Spanish speakers. The other approximately 15% come from 55 different language backgrounds.

As a consequence, the preparation of our teacher candidates to be effective in working with ELLs is a major focus within the CSU system. It is not a new priority. Ten years ago, the population of ELLs had already reached 1,323,767. For almost two decades, meeting the academic, social, and emotional needs of ELLs has been a priority within the CSU in preparing future teachers and in professional development that serves current teachers in the state.

CSU faculty are some of the nation's foremost experts in preparation and professional development of teachers who work with ELLs. The Center for Language Minority Education and Research at CSU Long Beach, for example, has conducted pioneering research on improving achievement of these students. Its Director, Dr. Claude Goldenberg, is widely recognized for his significant contributions to the analysis of instructional conversations, the impact of school settings on improving achievement, and effective approaches for involving families of ELLs in their children's education.

Similarly, at CSU Fullerton, Dr. David Pagni is nationally recognized for his leadership in developing techniques and strategies that prepare mathematics teachers to be successful in working with ELLs. For more than 15 years, he has been preparing future and current teachers in these strategies for teaching mathematics that enable students to achieve mastery of advanced mathematical content regardless of English language status. Partnering with the parents and the community, a hallmark of his work, includes families in activities that enable the students to demonstrate and share their skills with their parents. This has been shown typically to result in new understandings of the possibilities available to these students and to increase educational and career aspirations that are shared by the entire family.

There are dozens of additional examples of CSU faculty who have been leaders for many years in research and professional development of teachers to work successfully with ELLs. The expertise of CSU faculty extends to ELLs with a broad range of primary languages.

A notable effect of NCLB on our preparation of teachers pertains to the environment in which our preparation activities occur. Many of our partner school districts are struggling to meet Adequate Yearly Progress (AYP) targets for ELLs. The result is that they want to hire new teachers with skills to help students achieve state standards and benchmarks and want assistance in providing professional development for current teachers. Our commitment to this area finds support among school district partners, who welcome our efforts and communicate to future teachers the criticality of their developing knowledge and expertise in working with ELLs.

Another impact of NCLB on the CSU as well as our K-12 partners has related to the assessment of ELLs. It is well known that the accountability provisions of NCLB have increased the attention focused on valid approaches for measuring achievement and achievement gains of ELLs. CSU faculty members in education work closely with local school districts. For many of these districts, this is among the most challenging NCLB issues they face. The teachers and school leaders we prepare learn about the care needed in developing approaches for testing and accountability to ensure they work in the positive ways that were intended in the legislation. As is widely recognized, much remains to be done in this area.

***What are Examples of CSU Best Practices in Teacher Preparation Related to English Language Learners?***

Due to its size and the commitment of the system and many of its faculty to addressing the needs of ELLs, CSU has developed a range of approaches that are examples of *Best Practices* in teacher preparation and professional development. Earlier this month, the system held a Professional Development Workshop for 300 CSU faculty involved in teacher preparation. A number of issues were identified for focus, and faculty from throughout the state came together to share *Best Practices* in these areas. Preparing candidates to work with ELLs was one of the targeted priorities. Earlier this year, CSU Deans of Education had similarly exchanged information about particularly effective approaches for meeting the needs of these students. From these two sets of exchanges, I have selected a few examples of excellent model approaches to highlight.

***Infusion of Strategies Throughout the Curriculum: CSU Fresno and CalStateTEACH***

California State University, Fresno faculty believe that effective strategies must be infused throughout every part of the curriculum in order to adequately prepare graduates who will teach in a region with one of the largest percentages of ELLs in the state. In its pre-service program, the College of Education integrates, in every course and every aspect of teacher preparation, attention to key issues and approaches for meeting the needs of ELLs.

Areas that are given attention throughout the entire curriculum include, for example:

- Students' identity and culture
- First and second language acquisition theory and research and implications for classroom instruction
- English Language Development (ELD) levels, assessment, program options, and effective strategies
- Content area instruction using Specially Designed Academic Instruction in English
- Socio-cultural contexts of language learning
- Development and use of culturally responsive curriculum
- Policies and demographic trends affecting programs for English learners
- Advocacy for ELLs and creating changes in attitudes and expectations
- Analysis of students' funds of knowledge and overcoming deficit models of poverty
- Approaches for parent involvement that enhance student performance
- Reflection as an ongoing aspect of teaching and professional practice.

Approaches for preparing future teachers to work with ELLs that infuse principles and practices throughout the curriculum are characteristic of CSU education programs. The statewide site-based online CalStateTEACH program uses this model and has been particularly effective in preparing candidates to work productively with ELLs. CalStateTEACH is a non-traditional program that offers qualified candidates the opportunity to earn their credential without attending customary college classes. It is a true field-based model, in which teacher candidates learn how to teach in public school classrooms where university faculty and school site mentors observe them teaching. CalStateTEACH offers a spiraling, integrated curriculum that includes learning theories, pedagogical approaches, and classroom management across the curriculum.

In preparing candidates to teach ELLs effectively, CalStateTEACH infuses the requisite knowledge, skills, and abilities throughout the program. A customized lesson planning tool has been developed so that at each step in the lesson planning and delivery process, teacher candidates see a "prompt" that ensures the appropriate activities are differentiated in order to meet the needs of ELLs. For example, in the first step of the lesson planning process, teacher candidates are asked to describe the students they are teaching. In addition to being asked for the contextual factors, such as students' developmental characteristics, preferences and perspectives, candidates are also asked to identify language proficiency levels for ELLs.

*Exemplary Resource Materials for New Teachers: CSU San Bernardino*

California State University, San Bernardino is in a region of California in which many districts have K-12 student populations where more than 30% of K-12 students are ELLs. It is the region of the largest population increase in the State, and the K-12 population growth has been disproportionately large among ELLs. It is predicted that these trends will continue for at least the next two decades. The faculty members have provided to teacher candidates a *Quick Reference Handbook for Teaching English Learners*. It is an interactive tool on the World Wide Web that enables teacher candidates to identify a range of instructional strategies appropriate for K-12 students at different English Language Development levels.

The *Handbook* is focused on helping new teachers align their instructional strategies to state academic content standards and to the needs of ELLs. The goal is to equip teacher candidates with approaches for making instruction comprehensible and engaging to these students. The *Handbook* includes teaching strategies that can be used across grade levels and across curriculum content areas.

The strategies included in the *Handbook* were developed through a partnership with a local school district. Teachers developed a bank of strategies based on the evidence of success from their classrooms. The *Handbook* is built on the recognition that teaching is a complex event and that teachers make on-the-spot decisions in hundreds of teaching situations daily. The purpose of the *Quick Reference Handbook* is to give teachers an easy-to-use tool that supports their decision-making in planning and teaching lessons.

The instructional strategies in the *Handbook* are divided into five stages that reflect theory and research in the field of second language acquisition and education of ELLs. Studies over many years support the concept of a continuum of learning, with predictable and sequential stages of language development, progressing from little or no knowledge of English to the proficiency of native speakers. The stages used in this resource tool match the stages of the California English Language Development Test (CELDT), which is used to assess the language development of ELLs as required by NCLB.

Students in California who are identified as ELLs are tested at the beginning of the school year with the CELDT instrument. The results place the students in one of five categories: Beginner, Early Intermediate, Intermediate, Early Advanced, or Advanced, which reflect movement from being an English Language Learner to Fluent in English Proficiency. Classroom teachers receive the assessment results for each English Language Learner in a report, telling them which students have been determined to be in each of the categories from Beginner to Advanced.

The *Handbook* is designed to introduce new teachers to a broad array of approaches for increasing comprehension and interest and for advancing thinking and study skills among ELLs. Research-based strategies include effective uses of hands-on learning and *realia*, cooperative grouping and learning, pre-teaching of vocabulary, and using visual aids and graphic organizers. The *Handbook* is designed as a bank of adaptation strategies that aid

new teachers and are also useful for experienced teachers in broadening their repertoire of instructional techniques for ELLs.

*Specially Designed Coursework: Sonoma State University*

The Sonoma State University School of Education has developed a sequence of activities that introduces teacher candidates as they move through their teacher preparation to an increasingly complex set of strategies for assisting ELLs. Four different courses in the teacher preparation program have a primary emphasis on working effectively with ELLs:

- *Teaching Second Language Learners* (EDMS 411)
- *Reading and Language Arts for Younger Students* (EDMS 463)
- *Reading and Language Arts for Older and Struggling Readers* (EDMS 464)
- *Language and Literacy Across the Curriculum* (EDSS 446)

Each of these courses requires candidates to prepare, teach, evaluate and reflect on lessons that incorporate current theories and best practices for teaching ELLs.

In *Teaching Second Language Learners*, candidates complete field-based assignments, including a case study, in which they employ the California English Language Development Test (CELDT) and must design, teach and evaluate English Language Development (ELD) lessons, and Specially Designed Academic Instruction in English (SDAIE) interdisciplinary thematic units.

Through *Reading and Language Arts for Younger Students*, candidates learn about the structure and functions of language, both oral and written, and design lessons that allow all learners to participate, regardless of ability or home language. Candidates conduct a classroom environment analysis, using a number of tools, including one that focuses their attention on how the environment supports ELLs.

In *Reading and Language Arts for Younger Students*, candidates create three lesson plans: one focusing on reading, one on writing, and one that connects literacy and the arts. Each lesson plan needs to reflect ways in which all learners, and particularly ELLs, are included, with high expectations for their achievement.

At the time they take *Reading and Language Arts for Older and Struggling Readers*, candidates are typically doing their student teaching in a linguistically diverse classroom. They complete a class profile that examines students' interests, reading and writing abilities, and reading and writing attitudes. The course focuses on creating learner-centered literacy experiences for all learners, including a focus on ELLs.

Opportunities to work with ELL students are among the criteria used in establishing field experiences for this and other courses as well as student teaching placements. In their portfolios, candidates include reflections about their experiences working with ELLs.

In *Language and Literacy Across the Curriculum*, candidates develop and teach Sheltered Instruction lessons in their subject areas that include specific strategies and methods for adapting instruction to meet the needs of ELLs. Candidates carry out a case study focused on an English Language Learner at the site of their field placement. The case study includes conversations and formal interviews with the student, with content area teachers and with the English Language Development (ELD) teachers who work with the student, and results in an analysis of ways in which the academic needs of the student are or are not being met.

These assignments contribute to the performance assessments of candidates in the credential programs. Candidates must pass these performance assessments in order to continue to progress in and successfully complete their credential program. Field placement performance evaluations and portfolio reviews incorporate items related to candidates' effectiveness in working with ELLs. Candidates' ability to work effectively with ELLs is one of the key culminating assessments in the credential programs.

#### *A Variety of Preparation Approaches: California State University San Marcos*

At California State University, San Marcos, addressing the needs of ELLs has been a priority and a focus since the founding of the university. Located in northern San Diego County with a growing number of ELLs, the university has responded to this need in a number of ways.

Within the College of Education's teacher preparation program, strategies for helping English Only teachers work effectively with ELLs has been stressed, as many of the teacher candidates are English Only speakers who will be addressing multiple languages in their classrooms. All classes stress Specially Designed Academic Instruction in English (SDAIE) with a focus on learning content and English simultaneously. Within this structure, teacher candidates are expected to modify all lessons and instructional plans in their teaching methods classes to meet the needs of ELLs. To achieve this, a universal lesson-planning guide has been developed by the faculty to use in all courses. This ensures that teacher candidates have an effective model to follow as they modify and adjust their instructional strategies.

Additionally, a required course focuses solely on the needs of ELLs and how to develop SDAIE lesson plans that are effective, use the primary language when appropriate for concept understanding, and scaffold instructional material and content for ease of understanding and learning. Furthermore, the candidates are taught how to use the CELDT results, write lessons at various levels of intervention, and use multiple measures of assessment to monitor mastery of concepts as well as English development. In addition, San Marcos has a strong bilingual cohort with an enrollment of more than 50 candidates who are interested in obtaining their Bilingual credentials to work in area schools that are offering dual language programs.

The College of Education has also worked closely and diligently with area schools that are struggling with meeting achievement objectives for ELLs, in both dual immersion

and English Only settings. Two cohorts of future elementary teachers are taught on campuses of high-need schools, and the student teachers work with the staff to help provide extra services and tutoring, primarily to ELLs. In this model, the College has the opportunity to guide and instruct future teachers on effective strategies as it simultaneously provides needed resources to the school.

Since more than 80% of all English learners are Spanish speakers, the College of Education has also developed close ties with the *Sistema Educativo Estatal de Baja California*. This provides candidates opportunities to visit schools in Tijuana, understand the school system in Mexico, experience effective strategies for working with ELLs first-hand, and gain an appreciation of the complexities of the neighboring school systems.

### ***What are Examples of CSU Best Practices in Teacher Professional Development Related to English Language Learners?***

CSU campuses employ the many exemplary approaches they use in preparing new teachers to work effectively with ELLs in providing professional development for current teachers. CSU campuses provide professional development programs addressing needs of ELLs in all curriculum areas: writing, reading and literature, history and social science, mathematics, science, and the arts. We are assembling information about the full range of these activities for the Committee.

In addition, through the Early Assessment Program (EAP), the CSU has led the nation in efforts to better prepare high school students to meet the expectations they will face in college and the workplace in English and mathematics. The EAP gives high school students the opportunity to learn about their readiness for college-level study or entrance into the workforce through an assessment linked to the 11<sup>th</sup> grade statewide testing program. Legislation has been introduced to use the EAP at the California Community Colleges as well as the CSU. The techniques it employs can help guarantee that *No Child is Left Behind in pathways to college*—that no secondary student lacks the opportunity to become prepared for post-secondary education.

The EAP includes three major literacy components:

- Assessment of English and mathematics readiness of high school juniors for college and the workplace
- A high school *Expository Reading and Writing Course* designed to foster students' skills in English
- Professional development for teachers in which they learn to advance academic literacy.

The EAP English professional development emphasizes academic literacy, critical thinking, and expository reading and writing. Teachers learn to help their students develop effective reading and writing skills for use in interpreting and producing written communications intended to inform, describe, and explain. These are skills in which many high school students currently receive limited explicit instruction.



The CSU provides two types of EAP professional development for English teachers: four-day workshops offered with County Offices of Education, and intensive Reading Institutes for Academic Preparation that consist of 80 hours of professional development and involve participation in Summer Institutes focused on academic literacy.

As they participate in these programs, teachers develop a repertoire of academic literacy instructional skills that are relevant to preparing secondary ELLs to become college-bound, particularly those on their way to becoming Fluent in English Proficiency. These skills are employed by teachers as they later teach the *Expository Reading and Writing Course* in their classrooms. They include, for example, strategies for improving student writing and for collaborative reading—helping students decipher the meaning of text. The strategies emphasize explicit instruction for high school students in the type of expository reading and writing they will encounter in college and the workplace. The course gives students extensive practice in such areas as writing, grammar, and punctuation.

The professional development and instructional resources teachers use in the *Expository Reading and Writing Course* includes materials that are especially relevant for particular groups of students who began their schooling as ELLs. Materials that deal with verbs, for example, are especially important to Asian students whose first languages do not use verb tenses to indicate time. In the professional development courses, teachers learn strategies for helping their struggling as well as their more advanced students develop tools for revising their writing to meet expected standards of English usage. They learn to assist students to understand that editing is important and necessary to clarify and refine ideas.

The CSU Reading Institutes for Academic Preparation and *Expository Reading and Writing* workshops address the California English/English Language Arts Content Standards and deal explicitly with key grammatical concepts and conventions of written English. As such, they are of significant value to teachers who work with ELLs. The teachers become prepared to teach students the skills needed to read academic content with understanding and to communicate ideas effectively in writing. To date, more than 3,000 teachers have participated in CSU professional development in expository reading and writing. These teachers develop an understanding of the relevance of academic literacy to all students. The majority currently—or will at some point—teach classes in which ELLs benefit from these techniques.

### ***CSU Annual Accountability Report and Performance Assessments: How Prepared are CSU Teacher Candidates to Work with English Language Learners?***

#### *Annual Accountability Report*

Since 2001, the teacher preparation programs on the 22 CSU campuses have participated in an annual *Systemwide Evaluation of Teacher Education Programs*. A central purpose of the evaluation is to provide information that Deans of Education and other campus leaders can use in making improvements in teacher education programs. It is an ongoing evaluation process that provides updated data about the quality of teacher preparation programs each year.

The *Systemwide Evaluation* consists of six interrelated sets of activities and outcomes of teacher preparation that, taken together, provide a detailed picture of program quality and effectiveness.

Outcome one focuses on the qualities of each program as reported by graduates when they finish the program.

Outcome two addresses the effectiveness of a program in terms of the level of each graduate's preparation as reported by the graduates during their first few years of K-12 classroom teaching.

Outcome three is concerned with the effectiveness of a program as reported by the employment supervisors (usually the site Principal) of CSU graduates during their first years of teaching.

Outcome four addresses the program's impact on teaching competence as reflected in a measure of teaching performance.

Outcome five examines the retention of CSU graduates in teaching.

Outcome six examines the effects of teacher preparation on the learning gains of K-12 pupils who are taught by CSU graduates.

Data have been collected on the first three outcomes for the past five years. These outcomes are based directly on ratings of candidates' preparation to teach by the candidates or their supervisors. A number of the items that are rated pertain explicitly to teaching ELLs. These include graduates' and their employers' assessments of their preparation to:

- Meet the instructional needs of students who are ELLs
- Meet the instructional needs of students from diverse cultural backgrounds
- Adjust teaching strategies so all students have chances to understand and learn
- Adhere to principles of educational equity in the teaching of all students
- Know about resources in the school and community for at-risk students and families
- Use language so students at different levels can understand oral and written English
- Teach the skills of English writing and provide appropriate feedback to students
- Contribute to students' reading skills, including subject-matter comprehension.

These and a number of other factors are combined in a composite measure that is referred to as the annual *Assessment by CSU Graduates and their Employers of their Preparation to Teach English Learners*. Individual campuses look carefully at this measure to determine how well they are doing in preparing candidates to meet the needs of ELLs, and the system looks at the overall level of preparation.

During the past few years, we have found that approximately 75% of our teacher candidates indicate that they feel well prepared or adequately prepared to teach English Learners. This leaves 25% for whom ratings indicate a perception that they are only somewhat prepared.

As a system, we would like to see this percentage lowered to be consistent with the other ratings in our survey. Therefore, we have instituted a number of initiatives to help campuses share best practices and learn from each other.

This issue was an area given major attention at our recent CSU Teacher Education Professional Development Conference, where Schools and Colleges of Education came together to begin collaboration on effective practices. This will continue to be an area of focus for the system as we prepare candidates to work effectively with ELLs.

#### *Performance Assessment of Teacher Candidates*

Beginning in 2008, teacher candidates in California will be required to demonstrate their preparation to teach through a performance assessment as a criterion for receiving a teaching credential. CSU campuses have been preparing to implement the *Teaching Performance Assessment* for several years. It includes assessment of Teaching Performance Expectancies that address pedagogical skills and their application in teaching subject matter. Effectiveness in working with ELLs is addressed explicitly or is implicit in many of the Teaching Performance Expectancies. The success of our candidates in this component of the performance assessment is an area that will receive significant attention by the CSU as a system.

#### **Recommendations for Reauthorization of *No Child Left Behind***

The most consistent finding in all of the work of CSU and our partners pertaining to ELLs is the importance of high-quality professional development—and professional development that is embedded in the context of systemic reforms. There is a rapidly evolving body of knowledge on the approaches that are effective in enabling schools with large numbers of ELLs to make progress in reaching student achievement goals.

The research demonstrates the importance of effective instructional strategies that are implemented in a school setting of high expectations for ELLs. Of particular relevance is the outstanding work in this area of *Just for the Kids* ([www.jftk.org](http://www.jftk.org)).

NCLB includes support for professional development through the National Professional Development Program (Title III, Part A, Subpart 3—Section 3131). Funding for fiscal year 2007 was \$38.1 million. This is an extremely important program that supports professional development activities designed to improve classroom instruction for ELLs and assist teachers working with these children to meet certification standards.

It is our view that two changes should occur in this important program:

***(1) Funding for the National Professional Development Program should be increased significantly.***

The funding currently allows for approximately 15 projects in California annually. In view of the importance of this area, funding of at least twice this scope is warranted. Studies of schools that have not met their Adequate Yearly Progress objectives demonstrate that they need assistance in professional development and that states do not have the capacity to meet this need. In California, CSU campuses are located throughout the state and can provide substantial assistance. One of the most significant steps for enhancing teacher preparation and professional development that can be taken in the reauthorization of NCLB is the expansion of this national program in which Institutions of Higher Education (IHEs) provide training and work with their high-need school districts as partners.

***(2) The scope of the National Professional Development Program should be expanded to include a range of effective teacher development and school reform activities.***

At present, the program is focused on activities that upgrade qualifications and skills of personnel who are not certified. Data from California demonstrate that what works to close the achievement gap for ELL students is systemic change at the school and district levels that specifically addresses the needs of these students. Successful school reform involves a systematic process of using data to identify needs, applying appropriate resources, providing appropriate professional development and support, and continuously using data to gauge progress.

The work of *Just for the Kids* has identified different models currently working in schools that are effective in addressing the needs of ELLs. The research shows that no two models look exactly the same, but that all are focused on student success in meeting rigorous standards and on making continuous use of data as a resource for informing decision-making.

Funding for IHEs to work with school teams to develop a model of success for their particular area based on best practices for preparing students for academic success or for the workforce leads to successful systemic change. Such change needs to include developing teacher leaders, involving community stakeholders, providing suitable resources, and continuously using data to monitor progress.

Currently, the funding in the National Professional Development Program is targeted to IHEs that need to develop program curricula and upgrade qualifications for pre-service teachers or those who are not certified and licensed. In the CSU, all of our teacher preparation programs have undergone revisions over the past several years so that each of our programs provides needed preparation and all of our teacher candidates now graduate with an Authorization to Teach ELLs.

The National Professional Development Project should be expanded to enable higher education to work with school teams of highly qualified teachers and administrators. A significant need is to help them develop the systems and structures necessary to successfully address issues of student achievement and closing the gap for ELLs.

What is now needed in the legislation is the authorization of additional activities in order that IHEs can work with local educational agencies in comprehensive professional development programs. The purpose must be to prepare teacher and administrative leaders who are equipped to implement the systemic structures, data-driven decision-making, and best practices necessary to transform the schools with the most need.

This speaks to new kinds of collaborative professional development that focus both on solving immediate problems and on long-term capacity building so that schools can more effectively address the needs of ELLs. In the CSU, we draw on expertise across all of our campuses in implementing such approaches that bring about significant instructional reforms of this nature.

Next year, the CSU expects to begin seven new Ed.D. programs in Educational Leadership located in regions across the state. The authorizing legislation (California Senate Bill 724-Chapter 269, Statutes of 2005, Scott) called upon CSU to prepare a diverse group of educational leaders through partnerships with local education efforts that bring about significant reforms and improve student achievement.

The approaches we have developed for the new CSU Ed.D. programs are the very ones needed for equipping schools and teachers to succeed in serving ELLs. We look forward to having them become national models for preparation of educational leaders, like those we have developed in teacher preparation.

## **Conclusion**

The CSU and its campuses are deeply committed to preparation and professional development equipping schools and teachers to address the needs of English Language Learners. As we identify and evaluate strategies that are of demonstrable effectiveness, we anticipate sharing them not only among our campuses but also with colleges, universities, and state and local educational agencies around the country.

We thank you for your interest in the efforts of the CSU to meet this need. I will be pleased to answer any questions you might have, and we look forward to working with you in this critical area in the future.