

Annual Goals for Teacher Shortage Areas: EL - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Alliant International University	Instruction of limited English proficient students	2010-11	All are proficient	Yes	In the academic year 2010-11, Alliant added workshops for its field supervisors and mentors to improve their working knowledge of how to best instruct English Language Learners. This was Alliant's response to the feedback provided by student teachers and intern teachers during the previous academic year. All candidates who complete the program are required to be proficient in the instruction of ELLs. Course topics embed instruction for ELLs. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.	This is a consistent area of challenge for credential candidates, and the program continues to focus on how to meet this challenge via coursework and strategies for the classroom.
Antioch University Los Angeles	Instruction of limited English proficient students	2010-11	9	Yes	Our department infuses instruction for second language learners throughout. In addition, we offer a stand-alone language acquisition course and expect our candidates to novice teach in schools where there are significant numbers of second language learners. Our reputation in this area is strong but our institution has a small recruitment and advertising budget and therefore individual programs are included in general outreach.	The university is in the process of identifying enrollment targets and creating a plan for the 2012-2013 academic year that will encourage additional candidates to attend who are committed to working with universal academic principles.
Argosy University	Instruction of limited English proficient students	2010-11	all students	Yes	All Argosy University teacher candidates receive training in the Instruction of Limited English proficient students. This begins with the Cultural Diversity course (E6900), at which time candidates learn SDAIE and ELD strategies. This instruction continues throughout the program with assignments geared toward modifying lessons so that content is easily accessible to EL students. By the end of the program, candidates are capable of designing lessons that meet the needs of all students via the Teacher Performance Assessments.	Data analysis of assessments in this area indicate appropriate instruction and progress of the candidates.

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Azusa Pacific University	Instruction of limited English proficient students	2010-11	20%	Yes	<p>With the sunset of the 2042 credential process, English Language Learner Authorization is fully embedded in all of the preliminary teacher education credential programs that are offered at Azusa Pacific University. California Teacher of English Learners (CTEL) is available for teachers who did not have an English language authorization connected to their credential. Information about our CTET program has been distributed to school districts surrounding our seven campuses.</p> <p>Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students.</p>	<p>Combining sections of the CTET exam and coursework was approved this last year. This gives the candidates more options in obtaining the CLAD Certificate more quickly. We continue to make teachers in our local districts aware of our CTET program. For core credential curriculum, syllabi are reviewed annually and professional development provided for all faculty to share best practices to enhance the instruction of limited English proficient students.</p> <p>Special Education: Mathematics and Science content strategies are available to support and scaffold the English Language Learners and have been embedded in the program coursework. Supervised Fieldwork observations, along with clinical practice, provide opportunities for the candidates to experience diverse populations, including the ELL students.</p>
Biola University	Instruction of limited English proficient students	2010-11	100%	Yes	<ol style="list-style-type: none"> 1. Revisited curriculum scope and sequence. 2. Examined English Learner assessments including CalTPA data and self-efficacy surveys. 3. Revised the English Learner shadowing project in "Methods of Teaching Linguistically Diverse Students" course. 	<p>Although all SB2042 candidates are English Learner proficient, we learned that our candidates need an increased skill set for differentiation for all levels of English Learners.</p>
Brandman University	Instruction of limited English proficient students	2010-11	250	No	<p>As part of the multiple subject, single subject and special education credential programs all candidates take courses that prepare them to teach English learners. An English learner authorization is a required component of these credentials. Last year we met and exceeded our goal in this area and had 427 candidates in these three credential programs.</p>	<p>We intend to increase enrollment in these programs by continuing our outreach efforts with potential teaching candidates in each of these programs and increasing articulation agreements with local community colleges. In addition, we will continue to expand our outreach to local school districts that have teachers without this certification who may obtain certification through our stand alone California Teachers of English Learners (CTEL) certification program.</p>
California Baptist University	Instruction of limited English proficient students	2010-11	Review scope and sequence	Yes	<p>In the spring of 2011, we had our state accreditation visit. Preparation for the activity required a complete review of all course content.</p>	<p>Reviewing course assessments in coordination with course content provided a richer awareness of candidate mastery.</p>

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California Lutheran University	Instruction of limited English proficient students	2010-11	Instruction opportunities	Yes	This goal was partially met. To increase opportunities for Single Subject candidates to teach LEP students regardless of content area, we make sure all candidates spend one period per week in a middle school English Language Development (ELD) class. All Single Subject candidates observe lessons targeted for ELD students in EL designated classrooms.	We are encouraging partnerships with ELD veteran teachers in our Professional Development (middle) School to facilitate strategies noted above.
California Polytechnic State University, San Luis Obispo	Instruction of limited English proficient students	2010-11	All	Yes	MATHEMATICS & SCIENCE: Strategies to make science and math content available to limited English proficient students are emphasized in all courses. Early field observations, along with student teaching, provide opportunities for our candidates to experience diverse populations, including EL students. Candidates must also complete a Context for Learning (demographic profile of each classroom) as part of their summative teaching performance assessment (PACT Teaching Event). SPECIAL EDUCATION: In the first quarter of the program, students take EDUC 588, Education, Culture, and Learning. The Diaz and Weed text, "The Crosscultural, Language, and Academic Development Handbook: A Complete K-12 Reference Guide," provides the framework for course content. In the second quarter, candidates are required to use the Sheltered Instruction Observation Protocol to design and implement lessons in the field; candidates who do not hold an English Language Authorization are placed in fieldwork settings where there are English	The School of Education will hold at least one workshop in the coming year that specifically supports content area learning in mathematics and science for ELLs.
California State Polytechnic University, Pomona	Instruction of limited English proficient students	2010-11	See description below	Yes	California requires all newly credentialed teachers to have the knowledge and skills to teach English language learners. Candidates cannot be credentialed without meeting the standard. In fall 2009-a faculty member was hired with expertise in English language acquisition to support the infusion of ELL strategies in the curriculum of all programs and to build the bilingual program in Spanish.	1) Examine learning outcomes in all courses to ensure appropriateness, consistency, clarity, rigor and adherence to credential program expectations with respect to infusion of ELL strategies across each program. Continue to monitor alumni survey results from both candidates and supervisors to determine the usefulness and relevance of the strategies taught in the program as measured by the candidates' sense of success once in the teaching profession for a year. 2) Recruiting bilingual teacher candidates to improve teaching of English to multilingual students.

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California State University, Bakersfield	Instruction of limited English proficient students	2010-11	Improve ELL instruction	Yes	To improve the knowledge and skills of teacher candidates in the area of ELL in an effort to improve the instruction of Limited English Proficient students and increase their academic performance.	Integrate ELL strategies throughout program coursework. Also, increase the use of fieldwork to enhance the practice of ELL strategies.
California State University, Channel Islands	Instruction of limited English proficient students	2010-11	Coontinue EL preparation	Yes	All credential teachers prepared have knowledge and skills associated with instruction for limited English proficient students. Prerequisite course on English language development and assessment, intensive infusion of strategies for teaching ELL in literacy and other courses. English learners must be addressed on lesson plans and in student teaching. Teacher performance assessment includes competency with English learners.	None needed, but on-going review of candidate and first year graduate competence in this area is measured every year. CSU CI has added a Bilingual authorization in Spanish. The Bilingual Authorization can accompany the Multiple Subject, Single Subject, or Education Specialist teaching credential. The Bilingual Authorization is also available for experienced teachers seeking to add the authorization to their credential.
California State University, Chico	Instruction of limited English proficient students	2010-11	Improve preparation	Yes	Beginning in 2003-04, all candidates completing teacher preparation programs in California have received a 2042 credential that includes an English Learner Authorization. In addition, we offer a Bilingual Authorization (BCLAD) requiring some additional specialized coursework. Faculty have worked with the Upward Bound Program and the Teacher Recruitment Program on our campus to increase enrollments in the BCLAD program. We have also provided the California Teachers of English Learners Certificate (CTEL) program to area teachers who do have neither the 2042 credential nor the CLAD (Culturally, Linguistically and Academically Diverse) authorization. Since all of our program completers have an English Learner Authorization, our goal is to improve the quality, rather than the quantity, of teachers of LEP students. PACT was officially implemented in spring 2009. Scoring of the Teaching Events is done on a 12-part rubric, with rubrics 11 and 12 specifically addressing candidates' ability in understanding academic	We are continuing to seek ways to improve the preparation of teacher candidates to support English learners. It is clear that we need more consistent practices across programs, and our efforts cannot be limited to coursework but must extend into the field. We are still developing and implementing plans to train or retrain faculty and supervisors in SDAIE and GLAD strategies and to develop field observation forms using SIOP.

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California State University, Dominguez Hills	Instruction of limited English proficient students	2010-11	Integrate Requirements	Yes	<p>Strategies Used:</p> <ul style="list-style-type: none"> • Active advising of undergraduate students regarding the Bilingual Authorization early in their program, so they can choose the Spanish Option and satisfy most of the requirements for the Authorization, • Active advising of current teacher candidates about the requirements for the Authorization; • Collaborate with faculty in the Modern Languages Department around course offerings and scheduling; • Assignment of a coordinator for the Bilingual Authorization who can recruit and advise candidates; • Development of materials to support recruitment and advising, including a web page; • obtaining campus and program data to inform our recruitment efforts 	The Bilingual Authorization can be added onto a basic credential (Multiple and Single Subjects), and can be obtained by a combination of coursework in the Modern Languages department, and fieldwork/student teaching in a bilingual setting. Each semester, fieldwork in Spanish bilingual settings is offered by the Teacher Education Division, and the seminar is taught by bilingual professors with extensive experience in teaching English learners. The Bilingual Coordinator monitors the number of candidates in the Bilingual Authorization, and recruits undergraduates and teacher candidates.
California State University, East Bay	Instruction of limited English proficient students	2010-11	0	Yes	This item is not applicable since under California law, Senate Bill 2042, all candidates for the teaching credential programs are trained to meet the instructional needs of limited English proficient students.	
California State University, Fresno	Instruction of limited English proficient students	2010-11	85% by 2015	No	Use data from annual CTQ survey to make continual improvements in EL.	<p>SPED: 06-07 not assessed, 07-08 = 90% (goal met), 08-09 = 96%, 09-10 = 72%</p> <p>Secondary Ed: 06-07 = 75%, 07-08 = 80%, 08-09 = 72%, 09-10 = 79%</p> <p>Elementary Ed: 06-07 = 78%, 07-08 = 80%, 08-09 = 72%, 09-10 = 88%</p> <p>Kremen School Teacher Education faculty have:</p> <ul style="list-style-type: none"> • toured local schools with high achievement rates among their EL students and interacted with administrators, teachers, students, and parents • participated in workshops presented by our EL faculty on EL strategies that can be incorporated into teacher education coursework • participated in a day-long workshop on UDL • revised syllabi to reflect UDL principles

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California State University, Fullerton	Instruction of limited English proficient students	2010-11	See below	Yes	<p>Goal: Exit survey results and CSU Center for Teacher Quality year-out results will show an increase of 5% of new teachers who are prepared or well- prepared to teach English learners.</p> <p>Recent surveys show an increase in two of our programs of the number of supervisors who report that their CSUF first year teachers meet the instructional needs of students who are English language learners. Multiple Subject increased from 85% to 88% and Special Education increased from 68% to 75%. Secondary Education decreased from 88% to 81% but remain above the CSU mean. Strategies used include the use of the California Teaching Performance Assessment (TPA) in our multiple subject (elementary) and single subject programs; community websites for faculty to share EL learning strategies/instructional ideas/resources; using full-time faculty with specific research and teaching expertise in the area of working with English Language Learners to teach diversity and EL courses; candidates interview an EL student to learn their p</p>	The new prerequisite to our Special Education program to assisting special education teachers with English Language Learners in the classroom.
California State University, Long Beach	Instruction of limited English proficient students	2010-11	397	Yes	Since the elementary level teacher preparation program is a state-accredited program that is required to embed English Learner instruction throughout courses and experiences, the figures reported here are for the general elementary credential program (California Multiple Subject Credential). Due to budget constraints, we were not in a recruiting campaign during 09-10, and thus did not engage in specific strategies to grow the program.	n/a
California State University, Los Angeles	Instruction of limited English proficient students	2010-11	Improve strategies 5%	Yes	We continue to provide workshops and meetings for faculty related to improving our candidates ability to educate English language learners. We created a faculty workgroup that examined current practices and provided recommendations for improving the teacher preparation program to be more responsive to these needs.	Provide instructional materials and content resources for faculty to enhance their ability to teach candidates to educate English language learners.

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California State University, Monterey Bay	Instruction of limited English proficient students	2009-10	Intro. of LEP students	Yes	Although there is not a stand-alone certification program, instruction of LEP students is infused in all general and special education programs.	n/a
California State University, Northridge	Instruction of limited English proficient students	2010-11	NA	Yes	All of our teaching credential programs are designed to prepare candidates to meet the English Learner requirement. Dr. Clara Park in the Secondary Education Department coordinates the Asian BCLAD Consortium which facilitates the BCLAD credential for candidates who speak an Asian language. In addition Dr. Park was awarded a U.S. Dept. of Education Grant, Educating Hispanics for the 21st Century, in which students who wish to be bilingual teachers are awarded stipends. Through another federal grant, Dr. Park provides scholarships to both Hispanic and Asian students. In 2011 the college was approved to offer the Bilingual authorization program. As part of this effort new courses were written and existing ones revised to strengthen the knowledge and skills of teacher candidates focused on working with English Language learners.	
California State University, Sacramento	Instruction of limited English proficient students	2011-12	100% teaching candidates	Yes	This requirement is met through the infusion of language acquisition theory and culture into and across all coursework for multiple and single subject candidates, as well as through a required course entitled, Bilingual Education: Introduction to Educating English Learners (EDBM 170).	Per the California State law, Sacramento State, College of Education teaching credential program candidates are required to learn how to effectively instruct limited English proficient students through program coursework.
California State University, San Bernardino	Instruction of limited English proficient students	2010-12	Bilingual reauthorization	Yes	Reauthorization for the Bilingual emphasis was approved by the state under the new bilingual program standards. The new Bilingual emphasis is in place for Spring 2012.	Development of recruiting materials describing the new emphasis. Issue of identifying qualified fieldwork supervisors & fieldwork sites. Liaison with local school districts to identify fieldwork sites & supervisors.

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California State University, San Marcos	Instruction of limited English proficient students	2010-11	See Description below.		<p>Goal (2008-09): Reduce the percentage of candidates who indicate they are less prepared to meet the needs of English learners on the CSU 1st Year Teacher Survey.</p> <p>Goal met? Unknown – we do not see the impact of curricular changes until at least two years after change is implemented. An analysis of interim data suggests that curriculum efforts in the Single Subject program are having a positive impact on credential graduates' preparation in this critical area. The Multiple Subject program interim data indicate less of a positive impact and that program faculty must carefully attend to curriculum alignment and review in this areas.</p> <p>Strategies:</p> <ol style="list-style-type: none"> 1. Program area faculty regularly meet to review the readings and assignments for foundational multicultural/multilingual credential classes across all programs. 2. Adjunct faculty are mentored by tenure-line faculty in order to assure fidelity to the course content and goals. 	<ol style="list-style-type: none"> 1. Curriculum development must include a plan for constant reflection, update and revision. 2. Time and space must be devoted to support faculty in these endeavors.
California State University, Stanislaus	Instruction of limited English proficient students	2011-12	95% students pass TPAs	Yes	Strengthening of curriculum in all program classes to include these instructional strategies appropriate for classrooms with limited English proficient students. All faculty participate in a SIOP book study group and research project on using common strategies. Modeling accommodations in lessons and lesson planning. Keeping accommodation posters visible in class and adding to them as appropriate.	Classroom assignments, as well as field practicum assignments, are designed to enhance the candidates' knowledge of making accommodations for English learners and of lesson planning for English learners in all courses.
Chapman University	Instruction of limited English proficient students	2009-10	2	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursuing a marketing campaign over the next few years to recoup.

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Claremont Graduate University	Instruction of limited English proficient students	2010-11	0	Yes	N/A. Each one of our candidates received authorization to work with English Learners after doing extensive work in that area. Our recruitment goals are related to the alternative program only. Only candidates who cannot find a job do student teaching.	
Fresno Pacific University	Instruction of limited English proficient students	2011-12	100%	Yes	All candidates enrolled in Fresno Pacific University are prepared to work with limited English proficient students. Enrollment trends at FPU mirror trends documented by the California Commission on Teacher Credentialing. We expect to see a modest decrease in the number of students we will prepare in 2011-12.	We are satisfied with our support of candidates with respect to developing skills and knowledge necessary to teach English Learners. ALL candidates in FPU's program complete substantial coursework that addresses this goal. Moreover, students are placed for student teaching in diverse settings wherein they learn to identify and assess English Learners. They learn strategies to accommodate the diverse needs of English Learners.
Holy Names University	Instruction of limited English proficient students	2010-11	All students	Yes	Students in all Credential programs have a strong component of learning to teach English Learners in all coursework	Faculty meetings have focused on strengthening of this component of all coursework. (Sample topics-academic language, English Language Development standards.) Approved for Bilingual Authorization
Humboldt State University	Instruction of limited English proficient students	2010-11	Use of PACT data	Yes	Use of PACT data to help candidates assess, plan, and instruct k-12 students.	Faculty review PACT scores and provide additional content in coursework to assist candidates in teaching English learners.
Loyola Marymount University	Instruction of limited English proficient students	2011-12	7	Yes	Hosting information sessions for undergraduate students; attending numerous graduate school fairs; attending 2 California Forum for Diversity in Graduate Education forums; identifying undergraduate Spanish majors; identifying Chinese speakers for our Chinese bilingual program.	Continue to publicize the Chinese bilingual program in the local Chinese communities; find ways to speak to foreign language clubs at local undergraduate institutions.

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Mills College	Instruction of limited English proficient students	2010-11	see below	Yes	<p>Student portfolios emphasize a reflective process of their classroom and student teaching experiences. Students respond to specific performance questions about the student teaching. Students can document and analyze a sequence of 3 to 5 related lessons in the categories of planning, teaching, assessment, and reflection. Trained scorers using valid and reliable rubrics score these lessons. All of the credential students are required to complete portfolios, journal entries of their student teaching, and attend a Teaching Event, which helps to measure all 13 of the Teacher Performance Expectations required by the State of California. Additionally, there is a formal evaluation and self-evaluation of the student teaching experience.</p> <p>Prepare teachers to be guided by an ethic of care and to serve as agents of change</p>	<p>The Teacher Performance Expectations are correlated with the California Standards for the Teaching Profession, which are also correlated with the goals of the Mills Teachers for Tomorrow's Schools Credential Program. All of the students must meet these performance expectations to graduate.</p> <p>The credential faculty discusses the curriculum, teaching strategies, and student learning at the monthly meetings, and at an annual retreat. In addition, there is an advisory board of noted educational leaders from the community, to advise ongoing program development. There are also periodic follow-up sessions and surveys with the graduates to gain their input on the program and possible directions for modification.</p>
Mount St. Mary's College	Instruction of limited English proficient students	2010-11	10%	Yes	<p>Goal: To increase the number of teacher candidates who are proficient in addressing the needs of English Learners. The Mount St. Mary's College 2042 credential programs are designed to prepare candidates to meet the California Teacher Performance Expectations (TPEs) which are formatively assessed throughout the coursework and summatively assessed in the California Teacher Performance Assessment (Cal-TPA) and in the Final Reports of Supervised Teaching. The Teacher Performance Expectation (TPE) 7: Teaching English Language Learners specifically measures the candidates' competence at meeting the needs of limited English proficient students including: Understanding and applying theories, principles, and instructional practices for English Language Development; Understanding how to adapt instructional practices to provide access to the state-adopted student content standards; and Drawing upon student backgrounds and language abilities to provide differentiated instruction.</p>	<p>We will continue to regularly monitor teacher candidates' performance on TPE 7 throughout our coursework and on the Teacher Performance Assessment (TPA) and Final Reports of Supervised Teaching as part of our ongoing assessment of student learning outcomes. We continue to enhance our instructional strategies to meet candidates' needs. For example, we modified our SDAIE lesson plan design to include a section for candidates to explain their rationale for their strategies to meet the specific needs of English Language Learners. Our students have a very high passing rate for the California Teacher Performance Assessment, which specifically measures adaptations for English Language Learners.</p>

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National Hispanic University	Instruction of limited English proficient students	2009-10	30	Yes	All credential students meet EL requirements. The coursework was embedded into all credentials issued by the University.	
Notre Dame de Namur University	Instruction of limited English proficient students	2011-12	all	Yes	Embedding EL curriculum across the programs	
Occidental College	Instruction of limited English proficient students	2010-11	All	Yes	On going coursework & fieldwork	
Pacific Oaks College	Instruction of limited English proficient students	2010-11	25	No	Increased advisor office hours; increased tutoring resources; increased student services availability	Increase marketing and admissions outreach and counseling; increase networking opportunities; increase contact with local school districts. Note: The English Learner authorization is embedded in the Education Specialist Program.
Pepperdine University	Instruction of limited English proficient students	2011-12	115	Yes	We provide information on the instruction of limited English proficient students to every credential candidate. All teacher preparation courses have an ELD component embedded within the coursework.	
Point Loma Nazarene University	Instruction of limited English proficient students	2010-11	101	Yes	The Multiple, Single and Special Education Credentials are all required to include an authorization to teach English language learners.	
San Diego Christian College	Instruction of limited English proficient students	2010-11	5	Yes	Our program only offers the SB2042 credential which contains the authorization to teach English Learners. 100% of our program completers will therefore possess this authorization.	We continue to examine new strategies for reaching English Learners in the classroom. We stay informed by reading and seeking out the most current information on this topic and teaching candidates how to implement new strategies in the classroom.

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San Diego State University	Instruction of limited English proficient students	2012-13	100% teachers prepared	Yes	All students receiving a credential in CA must be prepared to work with LE students.	
San Francisco State University	Instruction of limited English proficient students	2010-11	100	Yes	All candidates in every program are required to learn to support LEP students.	All candidates in every program are required to learn to support LEP students.
San Jose State University	Instruction of limited English proficient students	2011-12	N/A	Yes	All candidates in our teacher preparation program must meet the state standards for teaching English Learners. Thus, all candidates finishing our programs are recommended for their credential which certifies them to work with an English Language Learner student population.	
Simpson University	Instruction of limited English proficient students	2011-12	5%		Marketing to undergraduate students and to surrounding universities. EL authorization is embedded in the credentialing program.	We have had a stable enrollment of new teacher candidates in all areas. EL Instruction is built into all programs.
Sonoma State University	Instruction of limited English proficient students	2010-11	Embed Eng learner content	Yes	The demand for teachers qualified to teach those students for whom English is a second language has increased dramatically over the last ten years. The university has redesigned all credential programs to ensure that any graduate will be completely equipped to ensure a quality educational experience for all students regardless of literacy background or country of origin.	English language learner content has been embedded in all three credential programs and has been recognized as successful by the state credentialing body. Students interested in earning a fully-bilingual certification are advised using a combination of classes and state exams. The California State University survey of school administrators reveals that our teacher candidates in the first year of practice out perform other CSU candidates with respect to being prepared to teach English learners.
St. Mary's College of California	Instruction of limited English proficient students	2011-10	100%	Yes	California state law mandates that all teacher preparation programs include instruction to teach limited English proficient students and that all program completers have competence in this area	

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Stanford University	Instruction of limited English proficient students	2009-10	80	Yes	In the state of California the SB 2042 credential includes an English learner authorization. All students credentialed for single or multiple subject will have this certification. It covers ELD and SDAIE. STEP also offers a bilingual authorization (formerly called BCLAD) at the elementary level.	
Touro University	Instruction of limited English proficient students	2010-11	Effective Teaching of ELL	Yes	In Touro University's College of Education Teacher Credential program, candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.	In EDU 780: Orientation to Student Teaching & Seminar, candidates spend sixty hours observing in local public schools, under the guidance of master teachers demonstrating adopted instructional programs for the effective teaching and support of English learners. Candidates record their observed lessons in the basic lesson format before discussing in seminar the local and school organizational structures and resources designed to meet English learner students' needs. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners. Beginning in the introductory courses EDU 770: Educational Psychology & Classroom Management, EDU 771:
United States University	Instruction of limited English proficient students	2009-10	100%	Yes	Submitted a Bilingual Authorization Plan and intend to recruit more prospective bilingual teachers. All courses have been revised to include more strategies for working with Bilingual Students	In 2010-11, we will be reviewing the market need for Instruction of Limited English Proficient Certification. We have three students enrolled in the preliminary credential and two are BCLAD and one is CLAD
University of California, Berkeley	Instruction of limited English proficient students	2011-12	59	Yes	Recruitment, website information	This number reflects the fact that, per State credentialing requirements, all of our credential programs address the instruction of limited English proficient students. Despite continuing budget constraints, we were able to successfully increase our enrollment by 30% over last year by restructuring one program and realizing cost savings.

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University of California, Davis	Instruction of limited English proficient students	2010-11	All credential student	Yes	In California, upon completing credential requirements, all credential students are certified to instruct LEP students	Goal met
University of California, Irvine	Instruction of limited English proficient students	2010-11	Serve LE Proficient Pop.	Yes	It is embedded in the program and no special strategies were used to achieve this goal	Enforcement of the mandates required by the State.
University of California, Riverside	Instruction of limited English proficient students	2010-11	Recruitment	Yes	<p>The Graduate School of Education works closely with our Liberal Studies majors to advise those who are proficient in a second language with pathways to obtain an elementary credential that includes an emphasis in bilingual education. Courses offered at the undergraduate level allow students to observe in bilingual classrooms prior to program entry. A survey has been created to query applicants about their proficiency in languages other than English so alternate pathways and opportunities are made available to them in bilingual education.</p> <p>The program has also developed a partnership with a charter school that has a dual immersion program. Two-way immersion programs, integrate language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non English) language</p>	The Graduate School of Education's goal is to enhance it partnerships that will include Hispanic Studies and Spanish majors who may wish to pursue elementary or secondary teaching track in bilingual education. Students who pursue the secondary track are often late deciders so it will be important to make information available to them early in the undergraduate career.
University of California, San Diego	Instruction of limited English proficient students	2010-11	All program completers	Yes	Both MS and SS candidates are placed in classrooms with English learners, beginning with foundations/prerequisite year; support for EL integrated throughout coursework; data on candidate performance in teaching academic language as part of the PACT assessment required for licensure is reviewed by faculty on an on-going basis	Outreach increased applicant pool for SS credential program; we continued growth in Foundations-year graduate students

Annual Goals for Teacher Shortage Areas: EL - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of California, Santa Barbara	Instruction of limited English proficient students	2010-11	Course Instruction	Yes	<p>1)Continue the “Linguistics for Teachers” course to the summer foundation curriculum so that candidates would have the basic knowledge before entering courses that focused on supporting limited English proficient students. These courses include Reading/Language Arts Methods, Multicultural Literacy Methods, and ELD/SDAIE Methods.</p> <p>2)Changed the curriculum in the “Culture, Language and Learning” course to better connect with the next course in the sequence on supporting English Learners, the “ELD/SDAIE Methods” course. Now it is better integrated into all Foundations courses.</p> <p>3)Required Special Education Credential Candidates to take the “Culture, Language and Learning” course (they had already been required to take the “ELD/SDAIE Methods” course</p>	Instruction will continue in the 2011-12 academic year.
University of California, Santa Cruz	Instruction of limited English proficient students	2013-14	%100	Yes	Approved SB2042 Program.	
University of LaVerne	Instruction of limited English proficient students	2010-11	Program EL Authorized	Yes	Incorporated EL strategies throughout program to fulfill state requirements. Strategies embedded throughout program allow for instruction of diverse strategies and practice of instruction.	Lessons learned - students are very well prepared for diverse instruction immediately upon completing program.
University of San Diego	Instruction of limited English proficient students	2010-11	Maintain enrollment	Yes	We met and exceeded the goal in this area. Because we are focusing on adult education in our M.Ed. TESOL, Literacy, and Culture, we have attracted many international candidates.	
University of San Francisco	Instruction of limited English proficient students	2010-11	Recruit	Yes	During information meetings with prospective candidates we inform them that there is a teacher shortage in this area. Bilingual candidates are encourage to add the Bilingual Authorization emphasis.	1) Develop more focused marketing/recruiting information related to this area

Annual Goals for Teacher Shortage Areas: EL - Traditional Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of Southern California	Instruction of limited English proficient students	2010-11	70	Yes	We have revisited all course syllabi to weave strategies for teaching English Language Learners throughout each course.	We have added a Teaching English Language Learners course that runs parallel to practicum experience. This is intended to assist candidates in applying strategies from this concurrent course.
University of the Pacific	Instruction of limited English proficient students	2010-11	N/A		We do not have a specific credential for teaching limited English proficient students in California. However, all teacher education candidates complete credentials to provide services to English language learners. We revised the Teaching English Learners course to include more in-depth knowledge and skills in academic language development.	
Vanguard University	Instruction of limited English proficient students	2010-11	100%	Yes	Instruction of limited English proficient students is embedded in SB2042 preliminary credential, as English Language Authorization	
Westmont College	Instruction of limited English proficient students	2009-10	No LEP program		No LEP program as a separate credential, apart from the preparation that ALL candidates receive for working with students with LEP. Goal met? N/A Description of strategies used to achieve goal: N/A.	N/A
Whittier College	Instruction of limited English proficient students	2011-12	Increase TPA passage	Yes	Increase the passage rate of Teaching Performance Assessments by strengthening the adaptations for English Language Learners. Descriptions of strategies used to achieve goal: 1. Met with full-time and adjunct faculty during bi-annual in service meetings to develop instructional strategies for assisting teacher candidates in adapting instructional plans to meet the needs of English Language Learners. TPA passage has been improved.	Utilize the expertise of our Second Language Acquisition specialist to train full-time and adjunct faculty in current research and practices for working with English Language Learners in Southern California classrooms.