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Action

Professional Services Committee of the Whole

Proposed Implementation of Senate Bill 1292 (Chapter 752, Statutes of 2006)

Executive Summary: SB 1292 (Chapter 752, Statutes of 2006) authorizes holders of designated subjects teaching credentials or holders of service credentials that include a special teaching authorization to complete a staff development program that will allow them to teach English learners. The bill requires the Commission, in consultation with the Superintendent of Public Instruction, to establish guidelines, review and approve staff development programs and directs the Commission to issue certificates of completion for credential holders who complete a staff development program.

Recommended Action: Staff recommends that the Commission approve the use of previously adopted staff development programs for holders of designated subject and service credentials and direct staff to move forward with full implementation of SB 1292 as described in this agenda item.

Presenters:

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Implement, monitor and report on the outcomes of new program initiatives.

November-December 2006

Proposed Implementation of Senate Bill 1292 (Chapter 752, Statutes of 2006)

Introduction

SB 1292 (Chapter 752, Statutes of 2006) authorizes a teacher with a Designated Subjects teaching credential or a service credential with a special class authorization to teach English learners if the teacher completes, or is enrolled in, a course of staff development in methods of specially designed academic instruction delivered in English (SDAIE) of not less than 45 hours.

The Commission on Teacher Credentialing (Commission), in consultation with the Superintendent of Public Instruction (SPI), is required to establish guidelines for the staff development that are at least as rigorous as the guidelines established for SDAIE for multiple subject, single subject, and education specialist credential holders (commonly known as the SB 395 [Chapter 685, Statutes of 1999] guidelines).

In addition, SB 1292 allows the Commission to review and approve new programs to offer this staff development. Teachers completing these approved programs would be awarded a certificate of completion of staff development in SDAIE and would be authorized to teach English learners, as specified.

The Commission is also required to report the number of teachers receiving certificates of completion of staff development pursuant to this legislation in the annual *Teacher Supply* report.

Background

Senate Bill 1969

Senate Bill 1969 (Chapter 1178, Statutes of 1994) permitted school districts, county offices of education, colleges, universities and professional organizations to provide staff development programs that prepared teachers for certification to teach English learners. The statute was added to address the professional development need for training in the areas of ELD and SDAIE for teachers who had earned a teaching credential without a CLAD Emphasis or a CLAD Certificate. Teachers eligible to complete the staff development program were required to hold a basic teaching credential and had to be identified as a permanent employee as of January 1, 1995. In 1995, the Commission adopted Title 5 Regulations that included a set of twenty-six (26) guidelines to guide the content and quality of SB 1969 staff development programs.

Senate Bill 395

In 1999, Senate Bill 395 (Chapter 685, Statutes of 1999) extended provisions of SB 1969 that authorized staff development training for experienced teachers to prepare them to teach English learners. SB 395 included the following provisions:

- Extended the timeline by which education agencies and professional organizations could provide staff development from January 1, 2000 to January 1, 2005.
- Extended the date by which teachers needed permanent employee status to be eligible to complete the staff development training from January 1, 1995 to January 1, 1999
- Required Commission approval of all staff development programs and issuance of Certificates of Completion of staff development by the Commission for teachers who successfully complete the approved program
- Required the Commission to update the staff development guidelines approved pursuant to SB 1969 and ensure that the guidelines reflect current practice and are in compliance with federal law
- Required the Commission to submit a report to the Legislature on the status of the 45-hour and 90-hour staff development programs, including strengths and weaknesses of staff development programs and the Commission's staff development program review process. The Commission is required to issue its report to the Legislature by December 4, 2007.

To provide guidance to the field about changes pursuant to SB 395, Commission staff developed a program advisory, entitled *SB 395 Staff Development for Teachers of English Learners Program Advisory*. In developing the guidelines and content of the Advisory, staff reviewed the draft standards under development by the SB 2042 panel in the area of preparation to teach English Learners and consulted with a small group of experts in the field. Those experts included a consultant with the California Department of Education with expertise in the area of literacy development and how this area was addressed in the student content standards and frameworks, a member of the Commission's Reading Instruction Competence Assessment (RICA) panel and Reading Panel with expertise in the area of literacy development and Commission staff with expertise in literacy and English language development.

To comply with the mandates of SB 395, the guidelines established under SB 1969 were revised to reflect current policies for teaching English learners, including the teaching of reading. The Commission developed and streamlined nine guidelines to guide the content, administration, and overall quality of staff development programs to prepare teachers to serve English learners. The guidelines are aligned with preparation for the CLAD Certificate, meet applicable federal statutes, and address qualifications of staff developers as required by law. The full text of the guidelines is included as Appendix A. The current guideline topics are:

- Guideline 1 Program Design
- Guideline 2 Participant Assessment Plan
- Guideline 3 Foundational Knowledge
- Guideline 4 Role of Ongoing Assessment in Planning and Delivering Appropriate Instruction to Students
- Guideline 5 English Language Development Instruction
- Guideline 6 SDAIE Methods
- Guideline 7 Capacity to Offer a Staff Development Program
- Guideline 8 Administration of Teacher Eligibility and Recommendations for Certificates of

Completion
Guideline 9 Authorization of Certificates of Completion

A review team of ten qualified individuals representing K-12 and institutions of higher education was selected to review program proposals. Based on a thorough review of program proposals submitted in response to the guidelines, 14 programs were approved by the Commission at its February 2002 meeting. A list of the approved staff development programs is included as Appendix B.

Then, in 2004, Assembly Bill 2913 (Chapter 169, Statutes of 2004) was passed. AB 2913 extended the timelines in SB 395 from January 1, 2005 to January 1, 2008. AB 2913 did not create opportunities for new programs to be approved by the Commission and did not expand the pool of teachers eligible to complete the certificate of completion of staff development training.

Legislative Intent of SB 1292

The *Williams, et. al., vs. State of California, et al.* settlement brings a renewed focus to the requirement that all teachers with English learner students have the appropriate authorization. The provisions of SB 1292 are intended to address the need to provide staff development opportunities for educators who were not previously eligible to participate in the staff development programs, but who do need to hold an appropriate English learner authorization. Specific requirements in law now make it difficult for some veteran teachers to earn the appropriate authorizations to teach English learners. For example, vocational education teachers without a bachelor's degree or vocational education teachers that were not permanent employees as of 1999 currently cannot earn a Certificate of Completion of staff development. SB 1292 is intended to increase access to English learner authorizations for holders of the credentials described below.

Designated Subjects Teaching Credentials are issued in Vocational Education, Adult Education and in Special Subjects, such as Driver Education and Training and Reserve Officer Training Corps (R.O.T.C.). Designated Subjects Teaching Credentials are issued as either full-time or part-time authorizations. Adult Education Designated Subjects Credentials are not included in SB 1292.

Vocational Education Credentials are issued in technical, trade or vocational subjects. Applicants for the vocational credential must possess a high school diploma or its equivalent and complete either five years or more of recent related work experience or a combination of work experience and vocational coursework. The only vocational teaching credential that requires a bachelor's degree and passage of the basic skills requirement is the Driver Education and Training credential. Under prior law (SB 1969, SB 395), holders of full-time vocational credentials requiring both a bachelor's degree and satisfy basic skills were allowed to complete English learner staff development training. Prior to SB 1292, holders of the part-time vocational education credential were not authorized to complete the English learner staff development program.

SB 1292 also addresses both the Clinical Rehabilitative Services and the School Nurse Health Services credentials. These documents are service credentials that can include a special teaching authorization. The special teaching authorization included on both documents is identified as a Special Class Authorization. Under prior law, holders of the Clinical Rehabilitative Services Credential or the School Nurse Health Services Credential with a Special Class Authorization were not allowed to earn the English learner authorization because the language of the bill did not include service credentials.

Provisions of Senate Bill 1292

Senate Bill 1292 (Chapter 752, Statutes of 2006) was signed by the Governor on September 29, 2006. The bill adds a new section to the Education Code, Section 44253.11, that authorizes teachers with designated subjects teaching credentials or holders of service credentials with a special teaching authorization to be assigned to provide specially designed content instruction delivered in English to English learners as long as the teacher successfully completes or is enrolled in a staff development program.

SB 1292 requires the Commission, in consultation with the Superintendent of Public Instruction (SPI), to establish guidelines for staff development programs that are at least as rigorous as the guidelines established pursuant to Education Code Section 44253.10, or the current certificate of completion of staff development guidelines, to deliver SDAIE. The bill also requires the Commission to review these staff development programs to ensure compliance with established guidelines and issue a certificate of completion to teachers who complete the staff development training. SB 1292 also states that “the commission and the Superintendent may designate guidelines established pursuant to Section 44253.10 in satisfaction of this subdivision.”

Proposed Implementation of SB 1292

Guidelines established pursuant to SB 395 for staff development programs satisfy the need for specially designed training to serve English learners in most classroom settings. However, settings such as those encountered in a vocational education classroom were not considered in the development of SB 395 guidelines. To address these competencies and include methodologies for situations expected to be encountered in designated subject classes, a portion of the English learner training should be tailored to the designated subjects credential. To successfully complete this task, Commission staff must convene a panel of individuals with specific knowledge and expertise in these areas.

To meet the mandates established in SB 1292, Commission staff plans to convene a workgroup, consult with the Superintendent of Public Instruction and develop guidelines that specifically address issues related to designated subjects instructional settings, review and approve new staff development programs so that eligible credential holders can complete the program pursuant to SB 1292.

Because SB 1292 allows the Commission and the Superintendent of Public Instruction (SPI) to designate programs previously approved pursuant to SB 395 as meeting the mandates included in

SB 1292, staff contacted the SPI and proposed the use of the 14 previously approved SB 395 programs initially. The SPI agreed that, due to the short timeline and need for these teachers to be trained and authorized to provide instruction to English learners, to satisfy the mandates included in SB 1292, the Commission should use the previously approved SB 395 programs.

SB 1292 proposes to delete barriers to Commission-approved locally sponsored staff development programs in methods of specially designed content instruction delivered in English so that holders of designated subjects teaching credential and holders of a service credential with a special class authorization, particularly those for which CLAD is not an option, can earn an English learner authorization.

Implementation Plan

SB 1292 removes the barriers for holders of vocational and special subjects designated subjects teaching credentials and services credentials with the Special Class Authorization to earn an English learner authorization. Table 1 identifies a timeline by which full implementation of SB 1292 can be achieved.

Activity	Timeline
Commission approves the current SB 395 guidelines for English learner staff development programs for use with holders of Designated Subjects credentials and holders of services credentials with a special teaching authorization.	December 2006
Staff notifies the field that pursuant to SB 1292, the current staff development programs that meet the SB 395 guidelines are now eligible to serve and issue a verification of completion to holders of Designated Subjects credentials and holders of services credentials with a special teaching authorization.	January 2007
Staff convenes a work group composed of representatives of the currently approved Designated Subjects credential programs and approved SB 395 staff development programs to review the current SB 395 guidelines and propose revisions, if necessary, of the guidelines.	February 2007
Staff shares the proposed revisions of the guidelines with stakeholders for additional input.	Spring 2007
Revised guidelines, if needed, are brought to the Commission for review and then approval.	Summer 2007
Report to the legislature the number of teachers receiving certificates of completion of staff development pursuant to this legislation in the annual <i>Teacher Supply</i> report.	Fall 2007
Current approved programs submit revised program documentation and new programs submit proposed staff development programs for holders of Designated Subject and services credentials with a special teaching authorization for review and Commission approval.	Fall 2007*

* Depending on the number and significance of the revisions, these activities may take place earlier than stated.

Staff Recommendation

Staff recommends that the Commission approve the use of the previously approved SB 395 programs initially to satisfy the mandates set forth in SB 1292 and direct staff to move forward with full implementation of SB 1292 following the plan included in Table 1.

APPENDIX A

Guideline 1: Program Design

Introduction

The purpose of this guideline is to ensure that participating teachers receive staff development training that has been designed to be comprehensive, coherent, well-planned, and, thereby, prepare teachers to provide effective ELD instruction and SDAIE methods within a standards-based system of assessment and instruction. This guideline also is intended to ensure program quality by requiring appropriate evaluation of participating teachers' attained competence and of the quality of the program instruction itself.

Guideline

Each staff development program shall be designed and implemented according to a comprehensive, coherent, and well-organized plan that includes goals, objectives, strategies, activities, instructional materials, assessment plans and program evaluation procedures that are well-defined and coordinated with each other. The content of planned instruction shall focus on the classroom skills that define effective teaching in ELD instruction and SDAIE methods, always with the aim of providing English learners with access to and mastery of the academic curriculum in the context of a state-adopted, standards-based system of assessment and instruction. In particular, each staff development program shall be designed to:

- A. Introduce participating teachers to the various elements that compose the standards-based system of instruction and assessment in California including the state-adopted student academic contents standards, related frameworks, and English Language Development standards, documents containing these, and related state-adopted instructional materials and assessments.
 1. Programs shall make explicit linkages between the state-adopted English Language Development Standards and the English-Language Arts Content Standards. Programs shall make explicit connections between student proficiency in these standards and students' ability to access and become proficient in the content of the state-adopted student standards in Mathematics, History/Social Science, and Science.
 2. Programs shall include a series of planned experiences in which participating teachers practice and demonstrate effective teaching in ELD instruction and SDAIE methods through the planning and delivery of lessons where the lessons' objectives are based on the assessed needs of students and tied to state-adopted student academic content standards and standards for English language development, and where standards-based instructional materials (state-adopted for K-8) are used in the delivery of the lesson.
- B. Use a process for determining participants' prior knowledge and experience in teaching English learners, and shall adjust the relative emphasis and time spent on Guidelines 3 through 6, inclusive so as to reinforce, build upon and strengthen participants' prior knowledge and teaching competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the time allotted.
- C. Provide for an assessment plan that includes both ongoing, formative assessment of each participant's knowledge and skill development, and a summative evaluation of each participant's knowledge and skills in the content set forth in the applicable Guidelines for the training option. The specific nature and characteristics of the assessment plan are set out in Guideline 2.

- D. Provide for the evaluation of the quality and effectiveness of the staff development program itself. Such assessment shall be completed within the hours provided for the staff development. This evaluation of the program shall include participants' feedback on the appropriateness and usefulness of program content, the consistency of the program with the guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback, and support.
- E. Provide training that consists of one or both of the following segments:
 - 1. a first segment of training consisting of 45 clock and contact hours of instruction in a combination of SDAIE methods and ELD instruction;
 - 2. an optional second segment of training consisting of an additional 45 clock and contact hours of instruction in either a combination of SDAIE methods and ELD instruction or ELD instruction only.

Guideline 2: Participant Assessment Plan

Introduction

The purpose of this guideline is to ensure that the training program includes both formative and summative assessments of participants' professional knowledge and skills in the content of the 45-hour training segment. These assessments should be valid, that is they should map onto the content of the training program; and they should be reliable, that is they should be administered consistently and accurately by qualified individuals. This guideline ensures that program sponsors provide accurate feedback to participants during the program and that final determinations of participant competence are based on multiple measures of the competencies stated in the applicable Guidelines.

Guideline

The design of the training program shall include an assessment plan (Guideline 1) that assists participants during the program by providing specific information about their progress gathered through periodic assessments; and that includes a final determination of participant competence on the professional knowledge and skills that are the content of the training program and are described in the participant competencies in Guidelines 3 - 6. The assessment plan will:

- A. Provide for the ongoing, formative assessment of each participant's knowledge and skill development through the use of multiple measures that focus on knowledge of the content presented during the program, and demonstrations of abilities to implement the strategies and techniques presented during the program.
- B. Provide regular feedback and assistance to participants by staff developers and peers, and opportunities for each participant to reflect on his or her own practice. Special assistance shall be provided to a participant when needed to ensure the successful acquisition of the knowledge and skills offered by the staff development program.
- C. Provide for a summative assessment of each participant's knowledge and skills in the content set forth in Guidelines 3 through 6, inclusive, or Guidelines 3 through 5, inclusive, whichever configuration is applicable. This final assessment of participant competence shall include information gathered from the informal monitoring and evaluation during the program (formative assessments) as well as a general evaluation of each participant's professional learning of the content of the training segment at the end of the program.

- D. Describe the measures, i.e. methods or tasks, to be used for both formative and summative assessments. This description should include information on the relationship between each measure used and the training content, and on how the measure will be rated or scored. The measures selected should be appropriate to the type of assessment information sought.
- E. Describe how those who will give the assessments and score them will assure that participants are assessed accurately and consistently during the program, and on the final assessment.
- F. Describe the process to be used to determine final candidate competence, including provision of additional opportunities for candidates who are not successful.

Guideline 3: Foundational Knowledge

Introduction

The purpose of this guideline is to ensure that participating teachers are provided with the foundation knowledge they need to engage in the focused study that is called for subsequently in guidelines 4 through 6. Specifically, in guidelines 4 through 6, participants will link theory to specific instruction and assessment practices in the context of helping English Learners access and master a standards-based curriculum. The foundational knowledge called for in this guideline relates to background knowledge about English Learners and programs, theoretical knowledge of second language acquisition and literacy, and addressing issues of bias as barriers to learning.

Guideline

I. Instructional Content

Each staff development program shall provide participating teachers with instruction in the following foundation topics as they relate to improving student acquisition and learning of English, and student access and achievement in the academic curriculum:

- A. Definition, rationale and purpose of instruction in English language development (ELD) and methods of Specially Designed Academic Instruction Delivered in English (SDAIE) and how they interrelate and work together to provide maximum and continuing language development and content learning opportunities for English Learners.
 - 1. ELD shall be defined as systematic instruction of English - listening, speaking, reading and writing skills -- to students whose primary language is other than English, for the purpose of promoting the acquisition and learning of English and, thereby, enabling students to achieve proficiency on the English-Language Arts Content Standards and in the content of the other student academic standards adopted by the State in Mathematics, History/Social Science, and Science.
 - 2. SDAIE shall be defined as a set of systematic instructional strategies that is designed to make grade-appropriate and advanced curriculum content comprehensible to English learners. The purpose of SDAIE is to provide English learners with strategies to access the academic core curriculum at the same academic level as provided to their fluent-English-speaking counterparts.
- B. Relevant state and federal laws pertaining to the education of English learners, how they impact student placement in instructional programs, and what the program options are, including English in the general education classroom, structured English immersion, and alternative (bilingual, two-way immersion). Participating teachers shall be introduced to their role in helping English

learners access and master the curriculum of the mainstream or regular classroom.

- C. Brief description of current research findings and practices on the reading, writing, and oral language development of English learners as they connect to ELD instruction and SDAIE methods, including:
 - 1. How primary and secondary languages are acquired and earned
 - 2. How first language literacy connects and transfers to second language development
 - 3. Relationship between oral language development, and reading and writing development
 - 4. The impact of levels of language proficiency on reading and writing performance
 - 5. The process by which all students learn to read with fluency and comprehension
 - 6. The role of meaningful, purposeful reading and writing in promoting second language acquisition
- D. Cognitive, pedagogical, and individual factors that affect English learners' English language acquisition, and how the interaction of these various factors may add strength or pose challenges to English learners' academic performance, English language acquisition, and school adjustment, such as:
 - 1. Linguistic differences between the primary language and English
 - 2. Differences in the literary traditions between the culture of the primary language and English
 - 3. Individual differences in language ability
 - 4. Age when English acquisition began
 - 5. Parental support for educational and language acquisition goals
 - 6. Interactions between the English learner's two languages during acquisition and use
 - 7. Prior experiences, including prior educational and literacy experiences, and socioeconomic factors
- E. Opportunities for participating teachers to examine their stated beliefs, attitudes, and expectations about diverse students, families, schools and communities; and opportunities to learn to recognize and minimize bias in the classroom. Staff development programs shall teach and model appropriate strategies and practices that foster high achievement among students in all contexts, create equitable classroom communities, and ensure the physical, social, emotional, and intellectual safety of all English learners and their classmates.
- F. Historical and cultural traditions of the major cultural and ethnic groups in California society and how family and school cultures interact and affect learning. Each program shall include an examination of the rationale for including cultural traditions and community values and resources in the instructional program of the classroom to aid student learning.

II. Participant Competence

- A. Participants will be able to explain the definition, rationale and purpose of instruction in English language development (ELD) and methods of Specially Designed Academic Instruction Delivered in English (SDAIE) and how they interrelate and work together to provide maximum language development and content learning opportunities for English Learners.
- B. Participants will demonstrate that they understand the many factors that create the need to use SDAIE strategies and ELD instruction to skillfully help English learners access and master the academic curriculum in mainstream or regular classrooms. Each participant shall demonstrate an understanding of his or her role in providing such instruction to students.
- C. Participants will demonstrate appropriate strategies and practices that foster high achievement among students in all contexts and create equitable, safe classroom communities.

Guideline 4: Role of Ongoing Assessment in Planning and Delivering Appropriate Instruction to Students

Introduction

The purpose of this guideline is to teach participating teachers the key role of the state-adopted academic content standards for K-12 students and standards-based assessment in planning instruction for English learners.

I. Instructional Content

Each staff development program shall:

- A. Emphasize that assessment anchored to major learning objectives forms the foundation for evaluation, planning, and delivery of high-quality instruction. In doing so, each program shall emphasize the:
 1. Links between informal assessment, formal evaluation, and ongoing instruction that is planned and revised based on evaluation results.
 2. Importance of using a variety of formal and informal assessments at strategic points before, during, and after standards-based instruction.
- B. Demonstrate formal and informal methods for assessing English language development in the four language domains (listening, speaking, reading and writing) based on learning objectives that are tied to the English Language Development Standards and the English-Language Arts Content Standards for California K – 12 Public Schools.
 1. Demonstration of formal and informal assessments shall include the use of measures such as:
 - a. State-approved standardized language proficiency tests (e.g., LAS, BINL, Idea Oral Language Proficiency Test, California English Language Development Test, and any other state-approved standardized language proficiency test)
 - b. Curriculum-based measures that are linked to the developmental levels (beginning, early intermediate, intermediate, early advanced, and advanced) and content strands (listening and speaking, reading word analysis, reading fluency and systematic vocabulary development, reading comprehension, writing strategies and applications, writing conventions, and reading literary response and analysis) in the state-adopted English Language Development Standards, and the grade-level and content strands in the English-Language Arts Content Standards. These curriculum-based measures may include:
 - i. reading fluency and accuracy assessments, including assessments of phonemic awareness/deletion/segmentation, phonics and oral reading
 - ii. assessments of reading comprehension
 - iii. teacher observations of specific listening, speaking, reading and writing behaviors connected to first and second languages (oral and written discourse)
 - iv. assessment and analysis of student writing and oral responses for vocabulary usage and grammatical accuracy
 - v. student and teacher goals for language development (oral, reading and

writing).

- c. Curriculum-based measures that assess English learners' proficiency in the other academic content areas
2. Demonstration of assessment methods shall include a variety of ongoing monitoring strategies that allow students to demonstrate understanding and knowledge in a variety of verbal and nonverbal ways while reinforcing modes of communication that will be used on standardized tests with emphasis on the need to:
 - a. ask students frequently to communicate their understanding of a concept or assignment, either verbally or in writing, in order to provide immediate evidence of their thinking and level of understanding
 - b. check frequently for understanding in a variety of ways, and analyze "why" when students do not understand
- C. Provide instruction to participating teachers on how to use assessment information to diagnose errors in oral and written English and plan appropriate instruction based on the assessed needs of students, in order to build on what students already know to higher levels of learning vis-a-vis the state-adopted student content Standards. The term "assessed needs of students" would include needs in English literacy, English language proficiency, and proficiency in the primary language, with consideration to the age, grade, and previous literacy and educational experiences.
 - D. Each program also should provide instruction on the importance of providing students with specific, constructive feedback regarding the accuracy of their oral and written work and progress toward mastery of conventional English.
 - E. Provide opportunities for participating teachers to understand the appropriate use of the state-adopted English Language Development Standards in differentiating curriculum to meet English learners' needs, assessing students' English language development and providing transition to full participation in grade-level curriculum guided by the state-adopted academic content standards for students in K-12 public schools in English-Language Arts, Mathematics, History/Social Science, and Science.

II. Participant Competence

Participating teachers shall demonstrate:

- A. Knowledge of the ongoing cycle of assessment, evaluation, and instruction as it relates to English learners
- B. Ability to use the English Language Development Standards, English-Language Arts Content Standards and standards for other academic content areas to develop instructional objectives
- C. Ability to use assessment methods, and select and administer appropriate formal and informal assessments for initial, progress monitoring, and summative assessment of standards-based instructional objectives for English fluency in the four domains of listening, speaking, reading and writing and for content knowledge
- D. Ability to use both formal and informal assessment information to diagnose errors and evaluate students' academic content knowledge and English language abilities in the four domains of listening, speaking, reading and writing
- E. Ability to plan instruction to meet the assessed needs of students

- F. Knowledge of the purposes, content and uses of California's English Language Development Standards and California's English Language Development Test

Guideline 5: English Language Development Instruction

Introduction

The purpose of this guideline is to provide participating teachers with the knowledge and strategies to help English learners acquire and learn English in order to achieve academically on par with native-English-speaking students in the English Language Arts and in the other academic content areas.

This guideline includes instructional content and participant competencies for the first 45-hour training segment and for the second 45-hour training segment. Programs designed for elementary teachers will be expected to focus instruction on English Language Development and content-based ESL for the first 45-hour training segment, and for the second 45-hour training segment as indicated within this guideline. Programs designed for secondary teachers will be expected to deliver instructional content for the first 45-hour segment that is most closely aligned with the instructional context of participating teachers.

Guideline

I. Instructional Content

- A. Each staff development program shall teach participants how to implement a program of English language development instruction (materials, methods, and strategies) that is responsive to students' assessed levels of English proficiency at their grade level, leads to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers, and logically progresses and transitions to the grade-level, comprehensive reading/language arts program. Further, each staff development program shall:
1. Emphasize the need for planned and purposeful, daily English language development instruction during specific times, based on students' proficiency levels, with consideration of English language forms, fluency, functions, and vocabulary development, and on providing ample opportunities for student practice.
 2. Provide instruction on and opportunities for participating teachers to examine and know the listening and speaking, reading, and written language characteristics of students at different English proficiency levels, stages of English fluency, and grade level spans in the English Language Development Standards and understand operationally the linkages of the different levels of proficiency to the English-Language Arts Content Standards and attainment in other academic content areas at each grade level.
 3. Present and model the use of standards-based instructional tools and materials that are appropriate for English learners, assist teachers in the teaching and analysis of students' English language development, and specifically address instruction in areas related to grade-level English-language arts standards.
 4. Model a variety of second language teaching methods and lesson delivery approaches that are appropriate for students with varying ages and English language proficiency levels, such as, direct instruction, grammar-based, communicative-based approaches, and total physical response.
 5. Include specific instruction and modeling of methods and strategies for:

- a. Development of receptive and productive language skills, academic language, comprehension, and knowledge in the subjects of the core curriculum.
 - b. Providing English learners with the significant support they need in order to be successful in the language arts, including:
 - i. pre-teaching of essential elements of lesson vocabulary and language structure
 - ii. additional assistance after the lesson
 - iii. planned instruction in oral and written academic language
 - iv. direct instruction in English phonology, morphology, syntax, and semantics
 - c. Transfer reading skills from primary to second language
 - d. Focusing on language during instruction and engaging students in classroom discussions of subject matter in increasingly sophisticated and mature forms of academic language.
 - e. Incorporating content instruction into English language development instruction in order for English learners to develop the English language knowledge and skills necessary for full participation and mastery of the core academic curriculum.
6. Provide opportunities for participating teachers to practice effective use of materials, methods, and strategies for English language development and incorporating content instruction into English language development instruction.
- B. Each staff development program shall teach participants how to implement an instructional program that advances English learners' ability to produce oral and written English, and read with fluency and comprehension in the grade-level academic curriculum. Specifically, each staff development program shall:
- 1. Describe the importance to English learners of a comprehensive program of reading, writing, and related language arts instruction, and use of the English-Language Development Standards, Reading/Language Arts Framework, and English-Language Arts Content Standards in guiding the content, delivery and evaluation of that instruction.
 - 2. Model, and provide participants with opportunities to plan and carry out reading, writing, and oral language lessons whose objectives are tied to the state-adopted student standards, that use standards-based instructional materials (for subjects and grades where they are adopted), and use methods and strategies that develop literacy skills in the following areas:
 - a. Oral language, including methods and strategies for comprehending, organizing and delivering oral communication, and stressing the interrelationship among listening, speaking, reading, and writing in developing overall language proficiency.

The following italicized instructional content is for the second 45-hour training segment and would not be included in training provided pursuant to SB 1292.

- b. Fluency, specifically, the explicit, systematic teaching of skills that promote fluent reading and writing, including skill development in the following:
 - i. phonemic awareness, concepts about print, letter recognition
 - ii. decoding and word identification skills through explicit, systematic instruction covering the phonological and morphological structure of the English language
 - iii. spelling
 - iv. reading fluency
 - v. process writing (pre-writing, drafting, revising, editing, and publishing)

- vi. identification and correction of common, logical language development errors in student writing
- c. Comprehension, including methods, instruction and strategies that scaffold the learning of beginning, intermediate, and advanced readers and promote efficient and effective gains in reading comprehension through explicit and organized instruction that occurs before, during, and after student reading, and makes input comprehensible, such as:
 - i. analysis of text structure, both narrative and expository
 - ii. thinking and study skills such as inference, summarization, predicting, questioning, clarifying, synthesizing, analyzing, and evaluating
 - iii. development of vocabulary, concepts, academic language, and background knowledge through the use of items such as graphic organizers and thinking maps
- d. Independent reading and writing, including methods and strategies that address the motivational aspects of reading and writing to learn and of learning to read and write, and the importance of extensive practice in writing and reading appropriately-leveled, decodable, connected, high-interest, multicultural text.

II. Participant Competence

- A. Participating teachers shall demonstrate the ability to plan appropriate lessons, select and use appropriate and efficient second language teaching methods, strategies, and state-adopted, standards-based materials (in the grades they are adopted) based on the assessed English language development needs of students.
- B. Participating teachers shall demonstrate the ability to plan appropriate lessons and select and modify strategies that advance English learners' abilities to produce oral and written English language, and read with fluency and comprehension in relation to the state adopted English Language Development Standards and related areas in the English Language Arts.
- C. Participating teachers shall demonstrate understanding of the following content in order to incorporate it in their teaching of English learners:
 - 1. Knowledge of English language structure and application to teaching English learners
 - a. phonetics
 - b. phonology
 - c. morphology
 - d. orthography
 - e. semantics
 - f. syntax and text structure
 - 2. Practical skills of second language instruction and literacy
 - a. Foundational knowledge related to language acquisition and other second language factors
 - b. Processes of first and second language acquisition
 - c. Understanding and comparison of spelling/orthographic systems in students' primary languages and English
 - d. Understanding and comparison of rhetorical forms in other languages and cultures
 - e. Socio-linguistics and language behaviors across cultures
 - f. Pragmatics/language functions, specifically academic language

- g. Inter-language, including sources of English learner errors, transfer from primary language, and typical monolingual English developmental errors (e.g., ambiguous and idiosyncratic errors).

The following participant competencies, in italics, are for the second 45-hour segment and would not be included in training provided pursuant to SB 1292.

- h. Language forms (structures), functions, and fluency
- i. Concepts of print, letter recognition, phoneme awareness
- j. Decoding, word attack
- k. Spelling
- l. Fluency
- m. Vocabulary development
- n. Reading comprehension
- o. Writing
- p. Analysis of text for level of difficulty and types of language structures and functions presented
- q. Analysis of student oral responses and writing to determine students' level of development, strengths, and errors and to plan appropriate instruction

Guideline 6: SDAIE Methods

Introduction

The purpose of this guideline is to prepare participants to understand, select, modify, and use a variety of systematic instructional strategies to make grade-appropriate or advanced academic curriculum content comprehensible to English learners.

This guideline includes instructional content and participant competencies for the first 45-hour training segment and for the second 45-hour training segment. Programs designed for secondary teachers will be expected to include instructional content specified in the guideline for the first 45-hour training segment. Programs designed for elementary teachers will be expected to deliver instructional content for the first 45-hour segment that is most closely aligned with the instructional context of participating teachers.

Programs designed for elementary teachers for the second 45-hour training segment that include both ELD and SDAIE should include instructional content specified in the guideline not already covered in the first 45-hour training segment.

Guideline

Each staff development program shall:

- A. Include a series of well-planned opportunities for participating teachers to understand and practice appropriate use of planned, systematic instructional practices that make grade-appropriate or advanced academic curriculum content comprehensible to English learners and promote English language development.
- B. Provide participants with an understanding of how pedagogical theory, principles and practices that promote proficiency in the core academic subjects relate to classroom organization and instruction in methods of SDAIE.
- C. Provide guidance to participating teachers on when and how to enlist help from specialists and

paraprofessionals.

- D. Teach about, model and demonstrate instructional strategies that assist students to know and comprehend academic content, and develop procedural understandings (e.g. the scientific method, the process of writing) in the content area of instruction including:
 - 1. scaffolding strategies that move students from dependence to independence such as pre-reading, during-reading, and post-reading strategies, including previewing headings and subheadings; using graphic organizers, anticipation guides, learning logs, response journals, directed listening-reading-thinking activities, oral presentations, and group presentations
 - 2. diagnostic teaching strategies that combine pre-teaching, teaching, and re-teaching; focus on key skills and understanding; and practice
 - 3. study strategies for developing vocabulary, understanding new concepts and using reference materials
- E. Evaluating and building on each student's prior knowledge in relation to the instructional standards
- F. Differentiating instruction by varying:
 - i. the pace of instruction, to provide the same rigorous content but over an extended period (including before and after school) allowing for additional reinforcement in the more difficult concepts
 - ii. the complexity of instruction, in order to focus on the key standards, concepts, and skills needed to master later Standards.
 - iii. the variety of instructional activities so that students engage in only those activities designed to enhance their understanding
- G. Using student groupings – leveled, heterogeneous, flexible, cooperative – in a planned way as an aid to instruction to meet identified, instructional objectives and student needs
- H. Managing first and second languages including using help from specialists and paraprofessionals
- I. Differentiating and tailoring teacher talk to students' English language proficiency levels by using verbal supports, such as, paraphrasing, reinforcing through repetition; accompanying verbal explanations with visuals, realia, dramatization; and using non-verbal cues, such as demonstration, pictures, graphic organizers, to convey content.
- J. Using various verbal and nonverbal means to check student comprehension of a concept or assignment by means such as creating ways for students to ask for clarification, observing students' nonverbal response to instruction
- K. Providing opportunities for students to interact with language and process content (e.g., question, discuss, review, rehearse, read, write about and/or represent instructional content, project, interactive journals) in a variety of formats (e.g., individually, in pairs, in groups, or in conferences with the teacher)
- L. Organizing instruction around integrated themes that also incorporate cultural traditions and community values
- M. Model specific reading and writing strategies and explain how each assists English learners in reading, comprehending and learning from English text, and in writing in English for a variety of audiences and purposes. These strategies include content area reading strategies and writing

strategies to help English learners comprehend and learn from a variety of written materials, both informational and fiction, and enable students to write for a variety of audiences and purposes.

II. Participant Competence

- A. Participating teachers shall demonstrate an understanding of how to develop and implement a program of planned, systematic instruction for English learners in the academic content of their teaching assignment, including appropriate classroom organization, working with paraprofessional and others for language support, and use of SDAIE methods.
- B. Participating teachers shall demonstrate the ability to understand, select, modify and use appropriately instructional strategies in the academic content area(s) of their teaching assignment to scaffold an English learner's ability to comprehend core academic content and processes at or above grade level. These include strategies modeled and taught during the program such as:
 - 1. Scaffolding
 - 2. Diagnostic teaching
 - 3. Study strategies
 - 4. Differentiating instruction
 - 5. Use of student groupings
 - 6. Specifically tailored use of verbal and non-verbal supports
 - 7. Providing a variety of learning opportunities for students to interact with language and processes content
 - 8. Using a variety of means to check for student comprehension
- C. Participating teachers shall demonstrate the ability to understand, select, modify, and use a variety of literacy and instructional strategies that scaffold an English learner's ability to use oral discussion, reading, and writing for learning from a variety of written materials.

Guideline 7: Capacity to Offer a Staff Development Program

Introduction

The purpose of this guideline is to inform and ensure that sponsoring agencies have eligibility and the financial and personnel capacity to offer a quality staff development program.

Guideline

To be eligible to apply and be approved by the Commission to provide staff development leading to limited authorizations to teach English Learners, a sponsoring agency must be an educational agency, institution of higher education or professional organization pursuant to Education Code Section 44253.10. In addition, each sponsoring agency must demonstrate that it will do the following:

- A. Provide sufficient resources to complete the staff development program(s) that it offers to teachers
- B. Assign responsibility for instruction in the staff development programs to an individual or a team of individuals who have the following qualifications (individually or as a team):
 - 1. A valid California teaching credential with a state-issued authorization to provide ELD and SDAIE instruction
 - 2. At least forty-five hours of additional training in the subject(s) of the staff development

- program (i.e., SDAIE and/or ELD)
3. Currency in the theories and methods of teaching of English Learners and in the use of the 1999 State English Language Development Standards as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as instructor of the program
 4. At least three years of documented, successful classroom teaching experience with linguistically and culturally diverse students in SDAIE and/or ELD, including evidence that the students made progress in the content of instruction
 5. Currency in the theories and methods of teaching reading and writing as reflected in professional participation in focused courses or training sessions that are consistent with the comprehensive approach defined in the California Reading Initiative and embodied in the 1999 State Reading/Language Arts Framework and student content Standards
 6. At least three years of documented, successful classroom experience in the teaching of reading and writing to linguistically and culturally diverse students, including evidence that the students made progress in reading and writing fluency and comprehension
 7. At least 45 hours of training and experience in providing staff development
 8. Training and experience in peer coaching techniques, which may fulfill as much as twenty hours of the requirement in item 7 of this paragraph B, and
 9. Completion of training for staff developers pursuant to paragraph C of this guideline which may fulfill as much as thirty-five hours of the requirement of item 7 of this paragraph B
- C. Assign responsibility for the training of staff developers to an individual or a team of individuals who have the following qualifications (individually or as a team):
1. Training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for ELD and SDAIE, or a clearly related field
 2. At least forty-five hours of documented, successful experience preparing teachers to use ELD and SDAIE with English learners, including evidence that the teachers assessed the preparation favorably
 3. At least three years of documented, successful teaching experience with English learners at the K-12 level, including evidence that the students made progress in the content of instruction
 4. At least three years of documented, successful experience teaching reading and writing to English learners at the K-12 level, including evidence that the students made progress in the reading and writing fluency and comprehension
 5. Currency in the field of language minority student education and teacher preparation as demonstrated by professional activities during the four years immediately prior to serving as trainer of staff developers, including but not limited to conference, workshop, course and staff development presentations, and professional publications
 6. Currency in the field of reading and writing instruction based on the comprehensive approach that is defined in the California Reading Initiative and embodied in the 1999 State Reading/Language Arts Framework and state adopted academic content standards for K-12 students in English Language Arts, with emphasis on the needs of English learners. This can be demonstrated by professional activities during the four years immediately prior to serving

as trainer of staff developers, including but not limited to conference, workshop, course and staff development presentations, and professional publications, and

7. At least ten hours of training and experience in peer coaching techniques

Guideline 8: Administration of Teacher Eligibility and Recommendations for Certificates of Completion

The purpose of this guideline is to inform and ensure that each sponsoring agency understands and implements the eligibility requirements for teacher participation in Commission-approved staff development programs, maintains adequate program records, and recommends for Certificates of Completion only those eligible teachers who have successfully completed an approved program.

Introduction

- A. Each sponsoring agency shall establish procedures to ensure that a teacher is eligible to participate in an approved staff development training program before being admitted or assigned to a program. The eligibility requirements are as follows:
 1. A teacher who is a permanent employee of a school district or county office of education as of January 1, 1999 or who meets other criteria specified in paragraph (1) of subdivision (a) of Education Code Section 44253.10 and who holds a valid basic California credential as defined in Education Code Section 44203 (e) is eligible to take one or two 45-hour segments of staff development training approved by the California Commission on Teacher Credentialing as leading to a SB 395 Certificate of Completion with limited authorization to teach English learners.
 2. An eligible teacher who successfully completes an initial segment of approved training consisting of 45 clock and contact hours of staff development in a combination of SDAIE methods and ELD instruction is eligible to receive an SB 395 Certificate of Completion with a limited authorization to teach using methods of SDAIE and provide ELD instruction in a departmentalized setting. The authorizations are limited to the grade and subject authorized by the teacher's basic credential.
 3. An eligible teacher who successfully completes the training in item 2 of this paragraph A and holds a valid Multiple Subject Credential or other elementary teaching credential is eligible to receive an additional, limited authorization on his or her SB 395 Certificate of Completion to provide ELD instruction in a self-contained classroom if he or she fulfills both a. and b. below:
 - a. The teacher has completed nine or more years of full-time or equivalent teaching in the public schools of California, and
 - b. The teacher certifies either (1) or (2) or (3):
 - (1) the teacher has passed one of the following state certification examinations:
 - i. either section of the Language Development Specialist Examination or
 - ii. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination or
 - iii. any one of Tests 1-5 of the CLAD/BCLAD Examinations
 - (2) the teacher has completed thirty or more hours of prior training in any aspect of ELD

and/or SDAIE

- (3) the teacher has two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods
4. An eligible teacher who successfully completes the training in item 2 of paragraph A of this guideline, holds a Multiple Subject Credential or other elementary teaching credential, and does not meet the criteria in item 3 of paragraph A of this guideline may be eligible to receive the additional, limited authorization on his or her SB 395 Certificate of Completion to provide ELD instruction in a self-contained classroom if, within three years of successfully completing the training in item 2 of paragraph A of this guideline he or she successfully completes an additional 45 clock and contact hours of training that has been approved by the Commission as providing advanced instruction either in ELD instruction or a combination of SDAIE methods and ELD instruction.
 - B. Each sponsoring agency shall maintain accurate records of attendance, completion, and type of training received by each participant recommended to the Commission for a Certificate of Completion.
 - C. Each sponsoring agency shall ensure that it makes a recommendation to the Commission for a Certificate of Completion only for those teachers who have met the eligibility requirements to participate in the staff development training and who have successfully completed an approved program of staff development that adheres to content, competencies, and other requirements set forth in guidelines 1 through

Guideline 9: Authorization of Certificates of Completion

Introduction

The purpose of this guideline is to inform and ensure that sponsoring agencies understand what Certificates of Completion do and do not authorize teachers to teach.

Guideline

- A. When the Commission issues a Certificate of Completion for staff development pursuant to Education Code Section 44253.10 and the certificate includes an authorization to provide instruction in:
 1. Methods of Specially Designed Academic Instruction Delivered in English (SDAIE), then this authorizes the holder of the authorization to teach using methods of SDAIE in a class or subject that is authorized by a his or her basic credential. For example:
 - a. If a teacher holds a Single Subject Credential or other secondary credential in mathematics, then he or she is authorized to use SDAIE methods while teaching mathematics in a departmentalized setting.
 - b. If a teacher holds a Multiple Subject Credential or other elementary teaching credential, then he or she is authorized to teach using methods of SDAIE while teaching any subject normally taught in a self-contained classroom, or as authorized by a supplementary authorization for departmentalized settings.
 2. English language development in a departmentalized setting, then this authorizes the holder of the authorization to teach English language development in a class or subject that is

authorized by his or her basic credential. For example:

- a. If a teacher holds a Single Subject Credential or other secondary credential, in science, then he or she is authorized to provide instruction in English language development in the course of teaching science in a departmentalized setting. In a more specific example, a science teacher would be authorized to teach the academic language and vocabulary of science to English learners in mainstream or regular classes.
 - b. If a teacher holds a Multiple Subject Credential or other elementary teaching credential, then this English language development in a departmentalized setting authorization does not provide a viable teaching authorization because he or she is not authorized by the basic credential to teach in a departmentalized setting.
3. English language development in a self-contained classroom, then this authorizes the holder of the authorization to teach English language development in a class or subject that is authorized by his or her basic credential. For example:
- a. If a teacher holds a Multiple Subject Credential or other elementary teaching credential, then he or she is authorized to teach English language development in a self-contained classroom in the course of teaching any subject normally taught in a self-contained classroom. In a more specific example, this teacher would be authorized to teach the academic language and vocabulary of all subjects in mainstream or regular, self-contained classrooms.
 - b. If a teacher holds a Single Subject Credential or other secondary credential, then this English language development in a self-contained setting authorization does not provide a viable teaching authorization because he or she is not authorized by the basic credential to teach in a self-contained setting.

B. The authorizations named in paragraph A of this guideline have the following permissions and limitations; specifically, they:

1. Permit teachers to teach ELD or SDAIE in general education classrooms that are either self-contained or departmentalized
2. Do not permit a teacher to instruct students in primary language(s) other than English
3. Do not permit a teacher to provide ELD instruction in classrooms specifically designated by the school district for English learners where the major focus of instruction is their English language development. For example, these authorizations do not permit a teacher to teach a “newcomer” class of students who are typically new arrivals in California schools and still of low-fluency in English. To teach such a class, a teacher would need to have the Cross-cultural, Language and Academic Development (CLAD) Emphasis, CLAD certificate, BCLAD Emphasis or certificate, language development specialist, Bilingual, Certificate of Competence, or equivalent or greater authorization.

C. The following definitions apply to these terms used in guidelines 1 through 8, inclusive:

1. Self-contained classroom is defined as an instructional unit in which the same teacher is responsible for instructing the same students in three or more subjects of the curriculum.
2. Departmentalized setting is defined as an instructional unit in which a teacher is responsible for instructing several different groups of students throughout the instructional day in subjects authorized by the teacher’s basic credential.

APPENDIX B

Commission-Approved English Learner Staff Development Agencies

Sponsoring Organization	Type of Program
1. California State University, Long Beach Center for Language Minority Education and Research	Segments 1 & 2, Elementary and Secondary
2. Inyo County Office of Education	Segment 1, Elementary and Secondary
3. Lancaster School District, Antelope Valley Consortium	Segments 1 & 2, Elementary
4. Long Beach Unified School District	Segments 1 & 2, Elementary and Secondary
5. Orange County Department of Education	Segment 1, Elementary and Secondary
6. Riverside County Office of Education	Segment 1, Elementary and Secondary
7. San Bernardino Superintendent of Schools Office	Segment 1, Elementary and Secondary
8. San Diego County Office of Education	Segment 1, Secondary
9. San Diego Unified School District	Segment 1, Elementary and Secondary
10. San Joaquin County Office of Education	Segment 1, Elementary and Secondary
11. San Luis Obispo County Office of Education	Segment 1, Elementary and Secondary
12. San Mateo County Office of Education	Segment 1, Elementary and Secondary
13. Ventura County Office of Education	Segment 1, Elementary and Secondary
14. California Teachers Association (CTA)	Segments 1 & 2, Elementary and Secondary

Segment 1 is an initial segment of 45 clock hours of training in either methods of Specially Designed Academic Instruction in English (SDAIE) or methods of SDAIE and English Language Development (ELD) instruction combined.

Segment 2 is a second segment of 45 clock hours of training in ELD instruction.

APPENDIX C

Approved Local Education Agencies for Designated Subjects Teaching Credentials

Institutions/County Offices of Education/School Districts	Programs Offered
CSU Dominguez Hills	AE
CSU Long Beach	VE, AE, S&C, SS (except DE&T)
CSU San Bernardino (distance learning option)	VE, AE, S&C, SS
San Francisco State University	VE, AE
UC Berkeley, Extension	VE, AE
UC Los Angeles	VE, AE
UC Riverside Extension	VE, AE, SS*
Alameda County Office of Education	AE
Butte County, Northeastern California Regional Consortium	VE, AE, SS:DE&T and LDT Only
Contra Costa County Office of Education	AE
Fresno County Office of Education	VE, AE, SS:DE&T/ Subj, S&C
Imperial County Office of Education	VE, AE, S&C, SS:DE&T only
Kern County Office of Education	VE, S&C
Los Angeles COE, Regional Occupational Program	VE, AE, S&C
Mendocino County Office of Education	VE, AE, SS, S&C
Sacramento County Office of Education	VE, AE, SS, S&C
San Diego County Office of Education	VE, AE, SS, S&C
San Joaquin County Office of Education	VE
Metropolitan Education District, Santa Clara County	VE, AE, S&C, SS
Ventura County Office of Education, Department of Education	VE, AE
San Diego Unified School District	VE, SS:ROTC, AFI and AGI only
Santa Clara Unified School District	VE, AE, S&C
Salinas Adult School	AE

KEY

VEVocational Education.... AEAdult Education S&C ...Supervision & Coordination

SS.....Special Subjects including:

AFI.....Aviation Flight Instruction

AGI.....Aviation Ground Instruction

ROTC.....Basic Military Drill, Reserve Officers Training Corps

DE&T.....Driver Education and Training (excluding required subject-matter preparation)

DE&T/Subj.....Driver Education and Training (including required subject matter preparation)

LDT.....Limited Driver Training

*Accredited for required subject-matter preparation for Driver Education and Training