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Information

Professional Services Committee

Update on Review Guidelines for English Learner Staff Development: Designated Subjects

Executive Summary: This information item presents new guidelines for Certificate of Staff Development Programs for Designated Subjects teachers and service credentials with special class authorizations in accordance with the SB 1292 legislation (Chap. 752, Stats of 2006).

Recommended Action: For information only

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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.

August 2007

Update on Review Guidelines for English Learner Staff Development: Designated Subjects

Introduction

This information item presents, for information, new guidelines for Certificate of Staff Development Programs for Designated Subjects teachers and services credentials with special class teaching authorizations in accordance with the SB 1292 legislation (Chap. 752, Stats of 2006).

Background

Since the passage of Senate Bill 1969 (Chap. 1178, Stats. of 1994), California teachers have had staff development program options for earning an English learner authorization issued by the Commission on Teacher Credentialing. Title 5 of the California Code of Regulations (80681 – 80669) only allow holders of specific credentials to earn the locally-issued certificate. The Title 5 regulations also outline a set of twenty-six (26) guidelines for the content and quality of SB 1969 staff development programs. These guidelines allow staff development programs to be sponsored by the following entities: school districts, county offices of education, colleges, universities and professional organizations.

In 1999, Senate Bill 395 (Chap. 685, Stats. of 1999) amended the provisions of SB 1969. This legislation extended the timeline by which education agencies and professional organizations could provide staff development up until January 1, 2006. SB 395 also required the Commission to approve and oversee all staff development programs and to issue the Certificates of Completion of Staff Development. Previously, the certificate was issued by the sponsoring agency and was only valid in the district where the certificate was earned. As part of the implementation of SB 395, the Commission updated the staff development guidelines approved pursuant to SB 1969 to ensure that the guidelines reflected current practice and were in compliance with federal law. SB 395 did not modify the eligibility requirements for teachers to participate in the staff development training. In 2004, Assembly Bill 2913 (Chapter 169, Statutes of 2004) extended the timelines in SB 395. The provisions of this section of the Education Code sunset on January 1, 2008.

Holders of the Clinical Rehabilitative Services or the Health Services: School Nurse Credentials with a Special Class Authorizations were not previously eligible to earn the English learner authorization through staff development because the legislation did not include provisions for services credentials. Full-time vocational or special subject designated subjects teaching credential holders with both a bachelor's degree and passage of the basic skills requirement were allowed to earn the English learner staff development certificate. However, many individuals that hold designated subjects credentials do not have the requirement of either a bachelor's degree or passage of the basic skills examination. Pursuant to SB 395, both a bachelor's degree

and satisfaction of the basic skills requirement were required for all individuals that wish to pursue the staff development certificate option. Furthermore, holders of the part-time vocational or special subject credential were not eligible to complete the English learner staff development program.

Provisions of SB 1292

The *Williams vs. State of California* settlement requires all teachers with English learner students to hold an appropriate English learner 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 to earn a Certificate of Completion of Staff Development but who do need to hold an appropriate English learner authorization.

SB 1292 allows teachers with designated subjects teaching credentials (vocational or special subjects) or teachers with service credentials with a special class authorization to the list of those who are eligible to complete the teaching English learner's staff development and earn a Certificate of Completion of Staff Development. The bill requires these credential holders to complete the staff development in SDAIE of not less than 45 hours. It does not allow the holders to earn the authorization for teaching English language development.

Three requirements were removed in the statute: completion of a bachelor's degree, passage of the basic skills requirements, and the permanent status requirement. In addition, there is no sunset date for holders of designated subjects and services credentials with special class authorizations to earn the Certificate of Completion of Staff Development. The requirement to hold an appropriate prerequisite credential still remains.

The Commission, in consultation with the Superintendent of Public Instruction (SPI), is required pursuant to SB 1292 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 under the SB 395 guidelines. SB 1292 allows the Commission to review and approve new programs to offer the staff development under the revised guidelines. 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.

Implementation of SB 1292

The Commission and the Superintendent of Public Instruction (SPI) determined that the currently approved staff development programs pursuant to SB 395 were appropriate for Designated Subjects credential holders in the short term. The Commission issued Coded Correspondence 06-0020 (<http://www.ctc.ca.gov/notices/coded/060020/060020.html>) in December of 2006 which explained this temporary measure.

Since the current SB 395 guidelines were designed for teachers serving English learners in most classroom settings, the vocational education classroom was not considered in the development of those guidelines. Because of that, the Commission approved convening a work group of individuals with knowledge and expertise specific to designated subjects to review the guidelines established pursuant to SB 395 for staff development programs. This work group was charged

with developing guidelines that specifically address issues related to designated subjects instructional settings. Once the Commission adopts revised guidelines, staff will work with prospective program sponsors and conduct reviews of the proposed programs.

Progress of the SB 1292 Work Group

In January of 2007, Commission staff solicited the field for applications for the expert work group that would review and revise the SB 395 guidelines to meet the requirements of SB 1292. Applications were due to the Commission by February 21, 2007. Staff recommended work group members to the Executive Director from the applications received. As with all Commission work groups, staff worked to ensure a diverse representation of experts in the field, in this case with expertise in teaching English learners and career technical education. A work group of eight members was selected. In addition, the following stakeholder groups were invited to identify designees to assist the work group with its assignment: California Teachers Association (CTA), California Federation of Teachers (CFT), California County Superintendents Educational Services Association (CCSESA), State Superintendent of Public Instruction (SPI), California School Boards Association (CSBA), and Association of California Site Administrators (ACSA).

The SB 1292 Work Group met for two two-day meetings: May 17 - 18, 2007 and June 27 - 28, 2007. Both meetings were held in Sacramento, and travel expenses were supported by the Commission. Over the course of these meetings, advisory work group members used the following documents in order to review and revise the guidelines for the Certificates of Completion of Staff Development (SB 395) for designated subjects teachers and services credential holders with special class teaching authorizations:

- SB 395 Program Advisory (1999);
- Title 5 Regulations pertaining to the Certificates of Completion of Staff Development Training per SB 395 (Section 80016);
- Education Code § 44253.11 (Chap. 752, Stats. of 2006);
- Standards of Program Quality and Effectiveness, Factors to Consider and Preconditions in the Evaluation of Programs of Personalized Preparation for Designated Subjects Vocational Education Teaching Credentials (CTC, 1993).

These resources were utilized by the work group to develop recommended changes to the SB 395 Program Advisory (1999) for purposes of providing routes to English learner authorizations for designated subjects and services credential holders with special class teaching authorizations. The draft guidelines are included in the Appendix to this agenda item.

Next Steps

At the end of the second work group meeting on June 27 – 28, the work group members had not yet written an introduction to the standards or a rationale to the draft revised guidelines. This work needs to be completed for the Handbook for the Certificate of Staff Development Program Guidelines Pursuant to SB 1292. Commission staff will add additional information, along with submission guidelines, to the handbook. The draft revised guidelines and handbook will be presented to the Commission at the November 2007 meeting for approval.

Appendix

Proposed Guidelines for Programs Leading to a Certificate of Staff Development for Designated Subjects Teachers

DRAFT GUIDELINES
For Programs Issuing Certificates of Completion of Staff Development for
Designated Subjects Teachers & Teachers with Special Class Authorizations
(Pursuant to Education Code 44253.11)

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, and well-planned, thereby preparing teachers to provide effective Specially Designed Academic Instruction Delivered in English (SDAIE) within a standards-based system. This guideline is also 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. The content of planned instruction shall focus on the classroom skills that define effective SDAIE teaching, always with the aim of providing English Learners (EL) 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 content standards, related frameworks, and English Language Development (ELD) standards documents containing these, and related state-adopted or state-approved instructional materials and assessments.
 - 1. Programs shall make explicit connections between students' English language proficiency based on the ELD standards and students' ability to access and become proficient in the state-adopted content standards determined by the teacher participants' area of focus (e.g., Career Technical Education, English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts).
 - 2. Programs shall provide opportunities for participating teachers to plan and deliver lessons that are based on the assessed needs of students and aligned with the state-adopted content standards.
- B. Use a process for determining teacher participants' prior knowledge and experience in teaching English learners, and adjust the relative emphasis and time spent on Guidelines 1 through 5 inclusive so as to reinforce, build upon and strengthen teacher 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 ongoing formative and summative assessments 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 evaluation of the quality and effectiveness of the staff development program itself. Such assessments shall be completed within the 45 hours provided for the staff development. This evaluation of the program shall include teacher participants' feedback on the appropriateness and usefulness of program content, the consistency of the program guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback, and support.

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 teacher 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. These assessments 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 teacher participants during the program and that final determinations of participant competence are based upon 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 teacher 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 3-5.

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 teacher participants by staff developers and peers, and provide 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 5, inclusive.
- D. Require a final assessment of participant competence which 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.
- E. 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.

- F. Describe how those who will give the assessments and score them will assure that teacher participants are assessed accurately and consistently during the program, and on the final assessment.
- G. Describe the process 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 foundational knowledge they need to engage in the focused study that is called for subsequently in Guidelines 4 through 5. In Guidelines 4 through 5, teacher 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 ELD and 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) targeted to the English proficiency level of 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. The purpose of ELD is to enable students to achieve proficiency in English and achievement in state-adopted content standards. The foundational knowledge of ELD shall include the definition, rationale and purpose of instruction.
 2. SDAIE shall be defined as a set of instructional strategies appropriate to the language proficiency level. It is designed to make course appropriate and rigorous curriculum content comprehensible to English learners. The purpose of SDAIE is to provide English learners with strategies to access the content standards at the same academic level as provided to their fluent-English proficient (FEP) and English only (EO) peers.
- 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 (SEI), and alternative (bilingual, two-way immersion). Participating teachers shall be introduced to their role in helping English Learners learn and access 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:
 1. How primary and secondary languages are acquired and learned
 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
 7. The importance of focusing on the development of all areas of academic language, including vocabulary and process language
- 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. Individual differences in language ability
 2. Interactions between the English learner's two languages during acquisition and use
 3. Prior experiences, including prior educational and literacy experiences, and socioeconomic factors
- E. Provide opportunities for participating teachers to:
1. Examine their stated beliefs, attitudes, and expectations about diverse students, families, schools and communities.
 2. Recognize and minimize bias in the classroom.
 3. Teach and model appropriate strategies and practices that foster high achievement among students in all contexts, create equitable classroom communities,
 4. 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.
1. Differences in literary and oral traditions of home, school and work culture.
 2. Parental support for educational goals.

II. Participant Competence

- A. Teacher participants will be able to explain the definition, rationale and purposes of ELD and 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. Teacher participants will demonstrate that they understand the many factors that create the need to use SDAIE strategies to skillfully help English Learners access and master the content standards. Each participant shall demonstrate an understanding of his or her role in providing such instruction to students.
- C. Teacher participants will demonstrate appropriate strategies and practices that foster high achievement among students in all contexts and create equitable, safe classroom communities.

Guideline 4: Planning and Delivering Appropriate Instruction Based on Assessment Data

Introduction

The purpose of this guideline is to teach teacher participants the key role of the content standards and standards-based assessment in planning instruction for English learners.

Guideline

I. Instructional Content

Each staff development program shall:

- A. Emphasize that assessment aligned to major learning objectives forms the foundation for evaluation, planning, and delivery of high-quality instruction. In doing so, each program shall emphasize:
 1. Links between informal assessment and formal evaluation, and ongoing instruction that is planned and revised based on evaluation results.
 2. The importance of using a variety of formal and informal assessments at strategic points before, during, and after standards-based instruction.
- B. Demonstrate the use of formal and informal assessments, including curriculum-based measures, and the California English Language Development Test (CELDT) that are linked to the developmental English language proficiency levels (beginning, early intermediate, intermediate, early advanced, and advanced) in the four domains of listening, speaking, reading and writing in the state-adopted English Language Development Standards for the purpose of:
 1. planning for instruction
 2. assessing for mastery of content
- C. Demonstrate that 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, including state licensure, with emphasis on the need to:
 1. 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
 2. Check frequently for understanding in a variety of ways, and analyze “why” when students do not understand
 3. Use ongoing progress monitoring and other assessment data to reflect and modify instructional practices.
 4. 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.

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 to plan and develop instructional objectives and lessons for other content areas
- C. Ability to use both formal and informal assessment information to evaluate students' content knowledge and English language abilities in the four domains of listening, speaking, reading and writing
- D. Ability to plan instruction to meet the assessed needs of students
- E. Knowledge of the purposes, content and uses of California's English Language Development Standards and the CELDT.

Guideline 5: SDAIE Methods

Introduction

The purpose of this guideline is to prepare teacher participants to understand, select, Modify, and use a variety of systematic instructional strategies to make content comprehensible to English learners.

Guideline

Each staff development program shall:

- A. Include a series of well-planned opportunities for teacher participants to understand and practice appropriate use of planned, systematic instructional practices that make content comprehensible to English learners and promote English language development.
- B. Provide teacher participants with an understanding of how pedagogical theory, principles and practices that promote proficiency in the content are influenced by 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 to help teacher participants to be able to use the following:
 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
 4. instructional strategies that help students master technical vocabulary needed to comprehend content and procedures in order to participate successfully and safely in career technology settings
- E. Evaluate and building on each student's prior knowledge in relation to the instructional standards, including primary language literacy and previous educational experiences.
- F. Differentiate instruction by varying:
 1. The pace of instruction, to provide the same rigorous content but over an extended period, allowing for additional reinforcement in the more difficult concepts, and
 2. The complexity of instruction, in order to focus on the key standards, concepts, and skills, and
 3. Instructional activities that enhance student engagement.

- G. Use student groupings – leveled, heterogeneous, flexible, cooperative –in a planned way as an aid to instruction to meet identified, instructional objectives and student needs. Teachers adapt instruction for students with multiple needs.
- H. Manage first and second languages, including using help from specialists and paraprofessionals.
- I. Differentiate and tailor teacher talk to students' English language proficiency levels by using verbal and non-verbal supports, such as: paraphrasing; reinforcing through repetition; accompanying verbal explanations with visuals, regalia and dramatization; and using non-verbal cues such as demonstration, pictures and graphic organizers to convey content.
- J. Use 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. Provide 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. Organize instruction that incorporates 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.
- N. Model specific comprehension strategies including methods that scaffold the learning of students at different language proficiency levels.
- O. Provide opportunities for teacher participants to learn and practice effective use of instructional materials (e. g., text, visual aids, technology, and regalia) based on linguistic needs and language demand.

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 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 content area(s) of their teaching assignment to

scaffold an English learner's ability to comprehend content. 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 flexible 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 to process content
 8. Use a variety of means to check for student comprehension and mastery of concepts being taught.
- 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 6: 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 a certificate of completion 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. Each sponsoring agency must designate a team of individuals in its document submission (a “team” may consist of one or more individuals, so long as requirements “B” through “D” below are met. 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 teacher participants.

- B. Assign *primary responsibility for instruction* in the staff development programs to individuals who have the minimum following qualifications:
 - 1. A valid California teaching credential with a state-issued EL authorization.
 - 2. Training and experience in providing staff development.
 - 3. 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.

- C. Assign *responsibility for planning, consultation, and instructional assistance (including team teaching)* in the staff development programs to an individual or team of individuals who have the following qualifications:
 - 1. At least forty-five hours of additional training in SDAIE.
 - 2. Knowledge of research-based theories and methods of teaching English Learners and in the use of the English Language Development Standards, Adult Learning Theory, Secondary Education, Career Technical Education as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as an instructor.
 - 3. Knowledge of research-based 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 Career and Technical Education Standards.
 - 4. 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.
 - 5. 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

6. 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
 7. Teaching experience in a secondary classroom setting.
- D. Assign responsibility for the *training of staff developers* to an individual or a team of individuals who have the following qualifications:
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. Knowledge of 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. Knowledge of current research-based theories and methods of teaching of English Learners and in the use of the English Language Development Standards, Adult Learning Theory, Secondary Education, Career Technical Education and Special Education as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as instructor of the program.
 7. At least ten hours of training and experience in peer coaching techniques.
 8. Teaching experience in a secondary classroom setting.

Guideline 7: Administration of Teacher Eligibility, Recommendations and Authorizations for Certificates of Completion of Staff Development

Introduction

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 of Staff Development only those eligible teachers who have successfully completed an approved program. An additional 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

Each sponsoring agency shall do the following:

- A. 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: a teacher with a valid or current Designated Subjects Teaching Credential or a Service Credential with a Special Class Authorization.
- B. Maintain accurate records of attendance, completion, and type of training received by each participant recommended to the Commission for a Certificate of Completion.
- C. Ensure that it makes a recommendation to the Commission for a Certificate of Completion only for those teachers who have met 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 5.
- D. Make provisions for any teacher completing staff development pursuant to this section to earn up to three semester units or four quarter units (or its equivalent) for meeting requirements set forth in Section 44253.11.