

DRAFT GUIDELINES PER SB 1292
For Designated Subjects Teachers & Teachers with Special Class
Authorizations

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 Specially Designed Academic Instruction 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 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 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 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 participants' prior knowledge and experience in teaching English learners, and shall adjust the relative emphasis and time spent on ... LOOK AT LATER

- C. Provide for an assessment plan that includes both ongoing, formative assessment of each participants 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 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 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
THIS WILL BE CHANGED.

Guideline 2: Participant Assessment Plan

To be done...

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 and purposeful instruction targeted to the proficiency level of students. 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-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 (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

- 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. Opportunities for participating teachers to examine their stated beliefs, attitudes, and expectations about diverse students, families, schools and communities.
Opportunities for participating teachers 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.
 - 1. Differences in literary and oral traditions of home, school and work culture.
 - 2. Parental support for educational goals.

II. Participant Competence

- A. Participants will be able to explain the definition, rationale and purposes of English Language Development (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. 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. 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 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 the:
 1. Links between informal assessment and 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 **including formative and summative measures** 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 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.
- 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 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 on instructional effectiveness and identify support that teachers may use to improve their 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.
- ~~D. 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. **MAY NEED TO BE INSERTED ELSEWHERE**

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~~ **MOVE ELSEWHERE**
- 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 evaluate students' 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

Parts of this guideline are/will be incorporated into Guideline 6, below.

Guideline 6: SDAIE Methods (note to workgroup: Should this title be changed to reflect a broader concept of teaching methodologies?)

Introduction

The purpose of this guideline is to prepare participants to understand, select, Modify, and use a variety of systematic instructional strategies to make 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 (Instructional Competence?)

Each staff development program shall:

- A. Include a series of well-planned opportunities for **participants** 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~~ **content** 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, including primary language literacy and previous educational experiences.
- F. Differentiating instruction by varying:
1. 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
 2. the complexity of instruction, in order to focus on the key standards, concepts, and skills ~~needed to master later Standards.~~
 3. ~~the variety of~~ instructional activities that enhance student engagement
- 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. Teachers adapt instruction for students with multiple 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 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 participants to learn and practice effective use of instructional materials (e. g., text, visual aids, technology, realia) 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 ~~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~~ 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. Using a variety of means to check for student **understanding**.
- 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/Instructional Competence?

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. 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 participants
- 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 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,
 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 Career and Technical Education 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
 10. Teaching experience in a secondary classroom setting

- 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 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 8: Administration of Teacher Eligibility,
Recommendations and Authorizations for Certificates of Completion
(This includes elements of Guideline 9 from the SB 395 Advisory)**

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 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/Instructional Content?

- 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 a teacher with a Designated Subjects Teaching Credential or a Service Credential with a Special Class Authorization.
- 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 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 6.
- D. Any teacher completing staff development pursuant to this section shall be credited with three semester units or four quarter units for each block of 45 clock hours completed for the purpose of meeting requirements set forth in subdivision (b) of Section 44253.3.
- E. 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 be assigned to provide SDAIE as defined, if the teacher completes the specified staff development training.