

COMMISSION ON TEACHER CREDENTIALING
PROFESSIONAL SERVICES
12 9TH STREET
SACRAMENTO, CA 95814-7000



April 13, 1995
95-9510

**To: All Individuals and Groups Interested in the
Activities of the Commission on Teacher Credentialing**

From: 
Phillip A. Eitch, Ed.D.
Executive Director

**Subject: Proposed Adoption of a Regulation to Implement
Senate Bill 1969 (Chapter 1178, Statutes of 1994)**

Notice of Public Hearing

The Commission on Teacher Credentialing will conduct a public hearing to consider a proposed regulation to implement Senate Bill 1969 (Chapter 1178, Statutes of 1994) as follows:

June 1, 1995
1:30 p.m.
Clarion Hotel
16th and H Streets
Sacramento, California

In accordance with the Commission's policy, the proposed text of the regulation is attached to this notice of the public hearing. The Commission invites the public to comment on the proposed regulation.

Written Comments Prior to the Public Hearing

Any interested person, or his or her authorized representative, may submit written comments to the Commission on the proposed regulation. All individuals and organizations that comment on the proposed regulation prior to the public hearing should use the attached *Response Form*.

Prior to the public hearing, written comments should be addressed to:

Regulation to Implement SB 1969
Professional Services Division
Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, California 95814-7000

Prior to the public hearing, the Commission's staff will distribute to the Commission members a report that will include written comments that are received at the above address on or before May 19, 1995.

At the public hearing, the Commission's staff will present a supplement to the above report, which will include written comments that are received at the above address after May 19 and before noon on May 30, 1995.

Written and/or Oral Comments at the Public Hearing

The Commission will take oral comments on the proposed regulation at the public hearing. If you intend to testify at the public hearing, please indicate this intent by May 19, 1995, so the Commission Chairperson can fairly allocate time to all who wish to speak. An intent to comment at the public hearing should be indicated on the attached *Response Form*.

Any person may also submit written comments at the public hearing. Please do not repeat written comments that have been submitted to the Commission office (at the above address) prior to noon on May 30, 1995. It is requested, but not required, that persons submitting written comments at the public hearing provide twenty-five copies, so all members of the Commission and its executive staff can have access to the written comments.

Intent to Act at the Conclusion of the Public Hearing

The Commission intends, at the conclusion of the public hearing on June 1, 1995, to adopt a regulation to implement Senate Bill 1969 (Ch. 1178, 1994). The adopted regulation may be identical to or different from the proposed regulation that is being distributed with this notice. A modification in the regulation will be based on comments received by the Commission prior to or during the public hearing.

Modification of the Proposed Regulation

If, at the conclusion of the public hearing on June 1, 1995, the Commission adopts a regulation that differs from the proposed regulation, the modified regulation will be made available for public comment for at least fifteen (15) days. (A purely grammatical or non-substantive change in the regulation will not be regarded as a "modified regulation.") Comments on the modified regulation will be presented to the Commission at a public meeting on July 13, 1995, at the Sacramento Hilton Hotel (2200 Harvard Street). Following final action by the Commission, the adopted regulation will be submitted to the Office of Administrative Law for approval subject to Government Code Section 11349.3.

Sources of Additional Information

The express terms of the proposed regulation and the Commission's initial statement of reasons are being distributed to all who receive this notice from the Commission. Additional copies of the proposed regulation and the initial statement of reasons will be made available to the public. Moreover, all information on which this proposed regulation is based is available for inspection and copying. Inquiries concerning the proposed regulation may be directed to:

Mr. Ed Boyce
Professional Services Division
Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, California 95814-7000
(916) 445-6772

**Statement of Reasons for
California Code of Regulations, Title 5,
Proposed Sections 80680 through 80690.1**

*Guidelines for Staff Development Programs
for Teachers of English Learners*

Submitted to the Office of Administrative Law and
the Department of Finance in accordance with
Government Code Sections 11346.1 and 11346.5.

**Commission on Teacher Credentialing
State of California
April 12, 1995**

**Statement of Reasons for
California Code of Regulations, Title 5,
Proposed Sections 80680 through 80690.1**

***Guidelines for Staff Development Programs
for Teachers of English Learners***

**Professional Services Division
Commission on Teacher Credentialing
April 12, 1995**

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Part 1

The Education of English Learners and the Preparation of Teachers in California

More than 1.2 million English learners are enrolled in California public schools (K-12). English learners are students with primary languages other than English and limited proficiency in English. The numbers of English learners have increased 41 percent since 1990 (149 percent since 1984). English learners now make up nearly one-fourth of all K-12 students statewide. More than 3,200 schools each have more than 100 English learners. California schools can be successful only if substantial provisions are made for the effective instruction of all English learners, which consists of (1) learning English while also (2) making grade-level progress in learning other subjects of the core academic curriculum of public education in California.

Throughout United States history, effective public education has been the primary means for giving successive generations of English learners opportunities to become productive Americans. In each phase of the nation's development, significant economic and cultural contributions have been made by those who learned English as a second or later language. Public education has had a primary role in establishing enough linguistic homogeneity to enable a highly diverse society to prosper and progress. Given the significant number of English learners in the schools today, providing for their effective education is one of the most significant purposes of public schools in the State of California.

Education of English Learners: English Language Development

Two primary goals in the education of English learners are (1) learning English while (2) making progress in learning the core academic curriculum. The first goal consists of *English language development (ELD)*, which is expedited by the development of each student's own primary language. Instruction for ELD is designed specifically to enable English learners to develop their listening, speaking, reading and writing skills in English. In ELD instruction, it is not sufficient for English learners to acquire "conversational English" -- the kind of English that is used informally for day-to-day communications in face-to-face contexts. This kind of language proficiency is necessary but not sufficient for academic achievement.

In addition to learning conversational language skills, English learners need to acquire "academic English." This includes the ability to derive meaning from oral and written contexts, study skills, vocabulary development, reading comprehension, proficiency at the mechanics of writing English, and so on. Academic English is more cognitively demanding than conversational English. It is essential for learning the core curriculum in mathematics, science, history, literature, the arts, physical education and health.

Education of English Learners: Academic Subjects

While their language skills develop, English learners also need grade-level instruction in the core academic curriculum. English learners can be given opportunities to learn the core subject-matter curriculum in two ways: instruction delivered in the students' primary languages, or *specially designed academic instruction that is delivered in English (SDAIE)*. Learners who are in the initial stages of English skill development usually progress most effectively in the core curriculum when instruction is delivered in their primary languages, as provided in California state law. Research has shown that the knowledge gained through study of academic subjects in the primary language also contributes to the acquisition of English skills.

Learners who are in intermediate and advanced stages of English skill development can learn the core academic curriculum through *specially designed academic instruction that is delivered in English (SDAIE)*. This instructional approach involves the use of specific strategies and techniques that make grade-level content comprehensible to students whose proficiency in English is (1) sufficient to enable them to benefit from such instruction, but (2) not sufficient for them to progress with the "mainstream" instruction that is provided to native English speakers. Many SDAIE strategies and techniques are drawn from the research literature on effective teaching, but English learners need them most frequently and intensively due to their English skill levels.

As English learners acquire English skills, subjects such as mathematics and science are often the first subjects to be presented through SDAIE, because they are considered to be less "language dependent" than other subjects. As the students' English language skills increase, SDAIE strategies can be used in subjects that rely more heavily on abstract uses of language, such as history, literature, government and health. In addition to being appropriate for English learners who have reached intermediate or advanced stages of language development, SDAIE strategies are the next-best alternative for less proficient students where primary language instruction in the core curriculum is not possible because of an absence of bilingual teachers. When English learners with two or more primary languages are in the same classes, moreover, SDAIE strategies become particularly appropriate, since few teachers can be expected to be multilingual.

Education of English Learners and Civil Rights Statutes

In the Civil Rights Act of 1964, the United States government prohibited discrimination on the basis of several demographic factors, including *national origin*. In response to lawsuits against school districts, federal courts have ruled that the prohibition against discrimination on the basis of national origin means that (1) students from varying national origins must have equal access to the core curriculum of education in public schools, and (2) schools have an obligation to present instruction that linguistic minority students can understand as well as English speakers (i.e. "comprehensible instruction").

The United States Department of Education is responsible for enforcing these judicial interpretations of federal civil rights law. Under Title VII of the law, the USDE does so by investigating complaints against school districts and withholding federal funds from districts that do not provide equal access to the core curriculum through instruction that is comprehensible to national-origin minority students. In California, specific responsibility for enforcement rests with the USDE Office of Civil Rights (Region IX). Additional enforcement responsibilities rest with the California Department of Education, which must enforce state laws pertaining to the education of English learners. As a recipient of federal funds, the Department also has responsibility to ensure that school districts comply with federal laws and regulations.

Education of English Learners: Implications for Teacher Preparation

To achieve the goal of delivering a successful educational program to English learners, one of the most significant and challenging steps is to provide for the effective preparation and certification of their teachers. Because of the significant numbers of English learners enrolled in California schools, as many as one-half of all classes need to be taught by professionals with special expertise that is acquired through training and verified in relation to state standards. For twenty years, education policymakers in California have given extensive attention to the preparation and certification of teachers for English learners. During this period, the Commission on Teacher Credentialing has consistently provided effective leadership in the policymaking arena. As a result of the Commission's most recent actions in this field, California teachers have access to (1) the nation's most comprehensive system for preparing and certifying teachers for English learners, and (2) multiple ways to be prepared and certified to teach English learners in elementary and secondary schools.

California's comprehensive new system for preparing teachers for English learners, called CLAD/BCLAD, has the general goal of educating English learners effectively in the public schools. The most significant elements of effective education programs for English learners are represented in the name of this new system: *(B)CLAD* refers to the *(Bilingual) Crosscultural, Language and Academic Development* of English learners. As established by lawmakers in 1992, the credentialing system includes multiple options for future teachers as well as practicing teachers, and for bilingual teachers as well as monolingual English-speaking teachers. New and practicing teachers who are monolingual can be assigned to provide both SDAIE and ELD instruction by earning CLAD Credentials or CLAD Certificates from the Commission. New and veteran teachers who are bilingual can also be assigned to provide for primary language development, as well as content instruction in the primary language, by earning BCLAD Credentials or BCLAD Certificates. Both new and experienced teachers can earn these state authorizations by completing college coursework or by passing standardized examinations.

Teaching English Learners: Alternate Routes for Teachers

The options made available by the new CLAD/BCLAD system have been added to several alternatives that preceded this policy development. When the new options are viewed in combination with the alternatives that existed prior to 1992, the following overview becomes possible.

- (1) Instruction for English language development can be assigned to teachers who hold eight different kinds of state licenses, including some licenses that have been issued for more than forty-five years.
- (2) Specially designed academic instruction in English can be provided by teachers who have six different kinds of state credentials, certificates or permits, including some licenses that have been issued for twenty years.
- (3) Content instruction in the primary language and instruction for primary language development can be provided by teachers who hold five different kinds of state licenses, some of which have been available for twenty years.

For twenty years, there have been three alternative ways in which new and veteran teachers could earn the state licenses referenced above: (1) complete a college or university program of teacher education with an emphasis on the education of English learners; (2) complete college or university courses amounting to 180 hours of direct instruction in the education of English learners, or (3) pass a written examination about key aspects of the education of English learners. Compared with the pre-CLAD/BCLAD years, the new system gives teachers a wider array of available options for teaching English learners. Historically, California has given teachers more options for teaching these students than any other group of pupils in the public schools.

Educating English Learners: Alternate Routes for Schools

Current state policies also provide many options and alternatives for *schools* in which English learners are enrolled.

- (1) If a school district requests additional time for a teacher to meet state requirements for teaching English learners, the Commission grants the requested time in the form of a credential "waiver."
- (2) If a school district has a chronic shortage of teachers for English learners, the district can develop a *Plan to Remedy the Shortage* with the California Department of Education. Such a plan outlines how the district will recruit, hire and train the needed teachers. When the plan is approved by the Department, teachers who do not hold state licenses for teaching English learners may do so while they attend courses or prepare for examinations.
- (3) A school district may disregard all state licensing requirements by administering a locally-developed assessment of knowledge and skill pertaining to the instruction of English learners in the district. Teachers who pass the locally-administered assessment are "locally designated," and may teach English learners without ever earning state licenses to do so.
- (4) Like Options (1) and (2) above, "local designation" becomes unnecessary if a school district shows the Department of Education that the district's program for English learners is effective in developing their English proficiency and giving them equal opportunities for academic achievement. All requirements for teacher preparation, assessment and certification are waived in districts that provide such evidence.
- (5) A district can disregard all of the above options, including Option (4), if the district has fewer than 50 English learners of a single language group, and if no school has more than 20 English learners of that same language group.

While recognizing the requirements of federal and state laws (as interpreted judicially) for the education of English learners, California has provided multiple options to individual teachers and school districts.

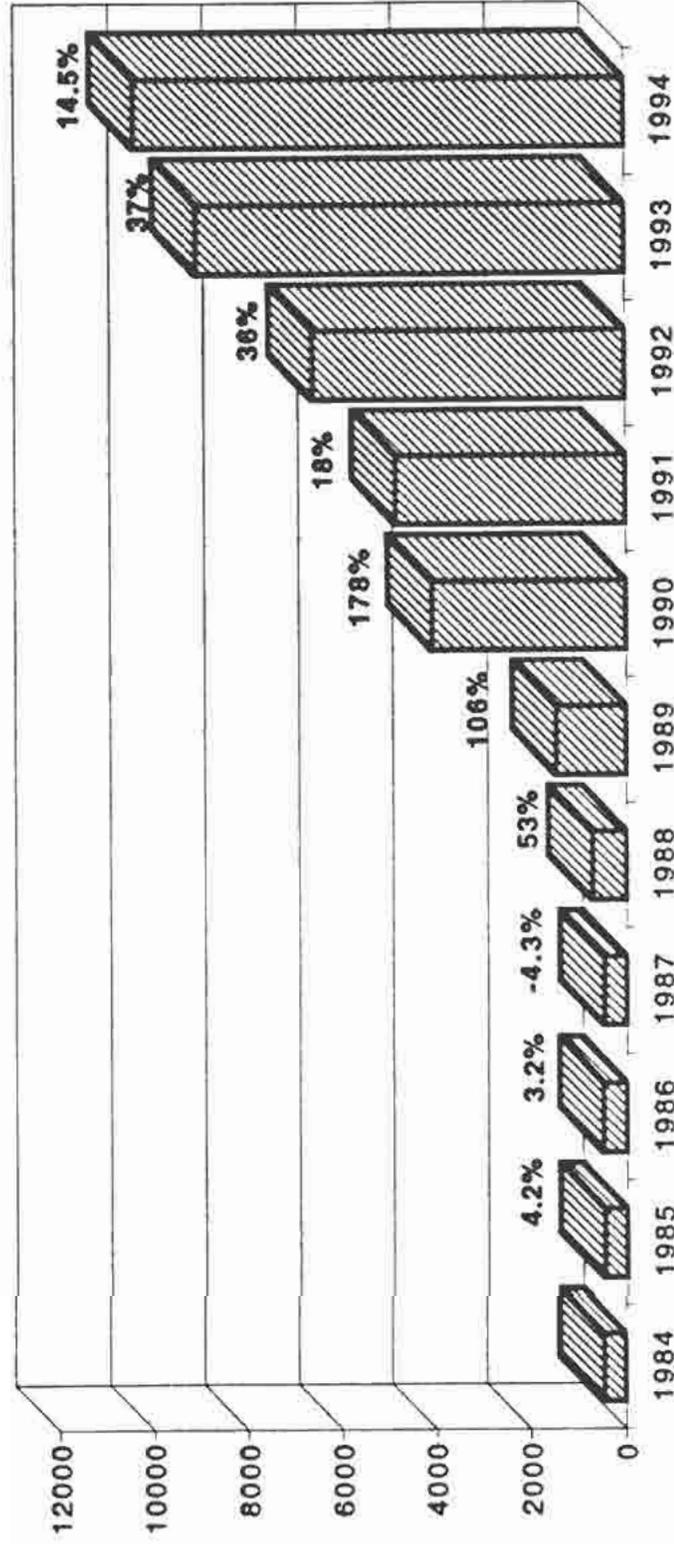
Shortages of Teachers for English Learners: Recent Trends

Thousands of California teachers have responded to the need for special skills by pursuing additional training and meeting state standards. From 1984 through 1994, the numbers of teachers who met state standards as Language Development Specialists (LDS) increased by more than 440 percent, as shown in Figure 1 on the following page. The teachers in Figure 1 were practicing teachers who passed both parts of the state's LDS Examination, which authorized them to provide instruction for ELD and SDAIE in their classes. For each year from 1984 through 1994, Figure 1 shows the percentage rate at which the numbers of LDS teachers increased throughout the State.

During the same years, meanwhile, the numbers of teachers who met state standards as bilingual teachers also increased nearly 40 percent, as Figure 2 shows. By either passing a state exam or completing university training programs, these teachers became qualified to provide primary language instruction in addition to ELD and SDAIE.

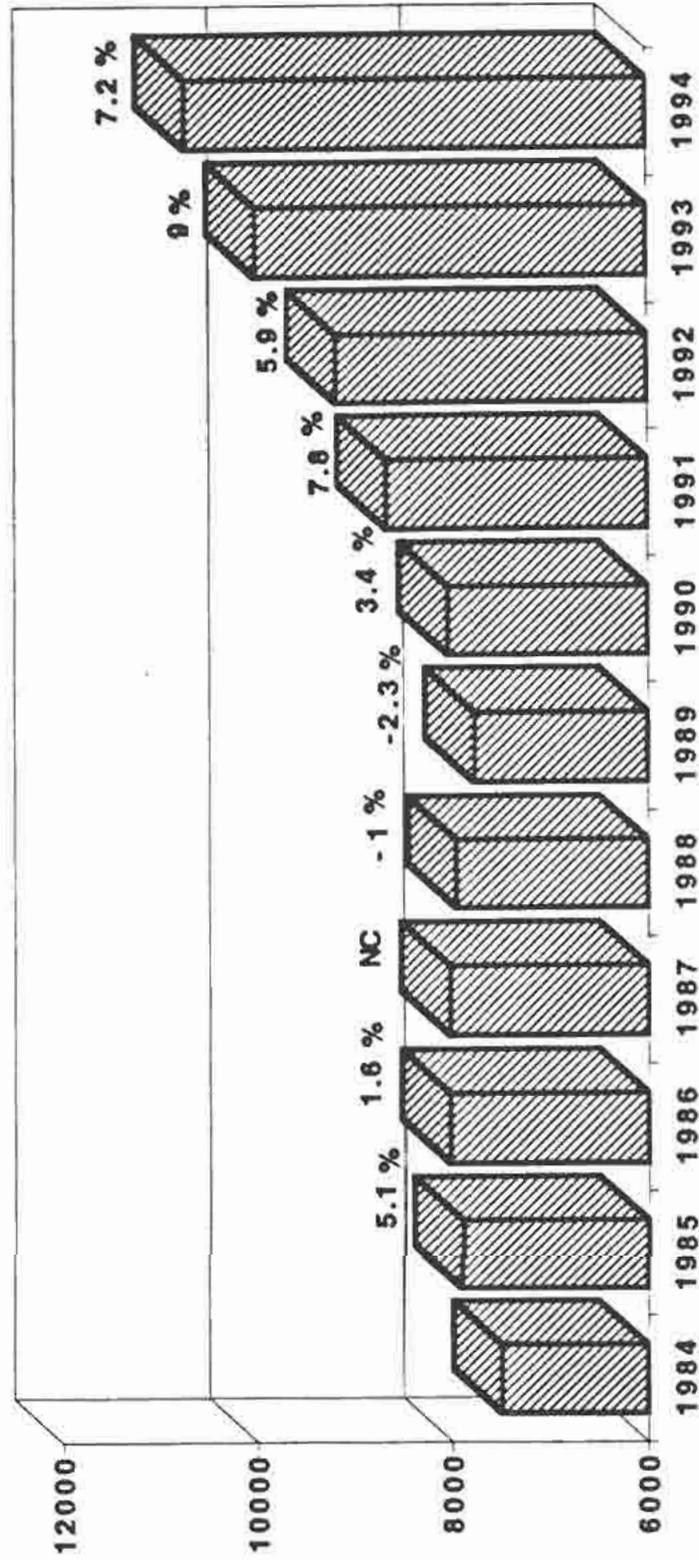
Although approximately 25,000 teachers have gained special expertise and state licenses to serve as Language Development Specialists or primary language instructors, this response by California teachers *has merely kept pace* with the increasing numbers of English learners in the schools. Analyses of teacher supply and demand for the education of English learners suggest that, during the last eleven years, the shortage of qualified teachers has neither grown nor diminished. Today the schools need approximately 20,000 more teachers who have the specialized knowledge and skill to provide instruction for ELD and SDAIE as well as primary language instruction to English learners from an increasingly broad array of language backgrounds. Indeed, because English learners have an increasingly wide range of primary languages, greater emphasis is being given to instruction for ELD and SDAIE, which can be provided by monolingual teachers who have acquired specialized knowledge and skills to use these instructional methods in their classes.

English Language Development Teachers 1984-1994



California Department of Education
 Complaints Management and Bilingual Compliance Unit
 Sources: R30-Language Census

Bilingual Teachers 1984-1994



Part 2

Informative Digest of Senate Bill 1969 (Hughes) and Other Relevant Statutes

Summary of Statutes in Effect Prior to SB 1969

A 1992 statute (Chapter 1050) established a certificate that authorizes teachers to provide two kinds of instructional services to English learners. First, teachers with this certificate may provide instruction for the English language development (ELD) of these students (44253.3(a)(1)). Second, these teachers may provide specially designed academic instruction in English (SDAIE) in the subjects that are authorized by the teachers' basic credentials (44253.3(a)(2)). Chapter 1050 (1992) also defined the two kinds of instructional services (Section 44253.2), and set forth the minimum requirements for teachers who want to earn it (Section 44253.3(b)). The Commission began to issue this certificate, called the Crosscultural, Language and Academic Development (CLAD) Certificate, on July 1, 1994.

The 1992 statute also established examinations for the Crosscultural, Language and Academic Development (CLAD) Certificate. Section 44253.5 delineates the scope, content and method of development of these examinations. This section provides, in part, that

(c) The scope and content of the examinations shall consist of the professional skills and knowledge that are determined by the commission to be necessary for effective teaching of limited-English-proficient pupils . . .

(b) To the extent possible, the scope and content of the examinations shall be congruent with the scope and content of the commission-approved professional preparation programs for prospective teachers of limited-English-proficient pupils.

Finally, a 1993 amendment to the 1992 statute (44253.3(c)) required the Commission to

establish alternative requirements for a teacher to earn the certificate, which shall be awarded as a supplementary authorization pursuant to subdivision (e) of Section 44225.

To implement the 1992 and 1993 statutes consistent with the general authority of Education Code Section 44225 (a), the Commission has established professional standards, examinations and assessments for entry and advancement in the education profession. Currently the Commission is attempting to define, implement and make specific Chapter 1178 of the Statutes of 1994 *in the context of the professional standards, examinations and assessments for Crosscultural, Language and Academic Development (CLAD) Certificates that were established by statutes in 1992 and 1993.*

Summary of Senate Bill 1969 (Chapter 1178, Statutes of 1994)

Senate Bill 1969 (Chapter 1178, Statutes of 1994) establishes a limited new system of preparation and certification that enables tenured teachers to obtain certificates of completion of staff development programs. These certificates will authorize the teachers to provide specially designed academic instruction in English (SDAIE), or to provide instruction for English language development (ELD) in self-contained classrooms. Eligible teachers will be able to obtain both of these authorizations by completing staff development programs during the six years from 1995 until 2001.

Signed by the Governor on September 29, 1994, Senate Bill 1969 (Chapter 1178, Statutes of 1994) added Section 44253.10 to the Education Code. It took effect on January 1, 1995.

The full text of Senate Bill 1969 is printed in Attachment 1 at the end of this report. The major provisions of SB 1969 are summarized in Chart 1 below. This summary emphasizes the new legal responsibilities of the Commission on Teacher Credentialing (see section 4 in the chart). The right column cites the page and line of the law (Attachment 1) where each major provision is found.

Chart 1
Summary of Senate Bill 1969 (Hughes)

Summary of Provisions of Law	Law Citations by Page and Line
(1) A teacher who has a basic teaching credential and is a permanent employee as of January 1, 1995, may be assigned to provide <i>specially designed academic instruction delivered in English (SDAIE)</i> to English learners in the subjects and grade levels authorized by the teacher's credential if the teacher, by January 1, 1998, either (a) completes 45 hours of staff development in SDAIE, or (b) completes an equivalent three-semester unit course at a college or university. The January 1, 1998, deadline may be extended by six months with the Commission's approval.	Page 2, Lines 5-23. Page 2, Lines 46-49.
(2) A teacher who has a basic teaching credential and is a permanent employee as of January 1, 1995, may be assigned to provide <i>instruction for English language development (ELD)</i> in a self-contained classroom if the teacher either (a) has taught less than nine years in California public schools or (b) has taught at least nine years but cannot certify prior training or experience in teaching English learners, and if the teacher finishes 45 hours of staff development in ELD within three years of completing the 45-hour training in SDAIE described in (1) above (e.g. by January 1, 2001).	Page 3, Lines 3-10 and Lines 20-26.

Summary of Provisions of Law	Law Citations by Page and Line
<p>(3) The teacher described in (1) may be assigned to provide <i>SDAIE</i> in the subjects and grade levels authorized by the teacher's credential and instruction for <i>ELD</i> in a self-contained classroom if the teacher (a) has taught at least nine years in California public schools, (b) certifies experience or training in teaching LEP students, (c) authorizes verification of that experience or training by the entity that issues a certificate of completion (described below), and (d) completes 45 hours of staff development in <i>SDAIE</i> and <i>ELD</i> (combined).</p>	<p>Page 3, Lines 3-10 and Lines 12-15.</p>
<p>(4) The training described in (1), (2) and (3) must be consistent with guidelines developed by the Commission on Teacher Credentialing in consultation with the State Superintendent of Public Instruction.</p> <p>(4a) <i>"To ensure the highest standards of program quality and effectiveness, the guidelines must include quality standards for the persons who train others to perform staff development . . . and for those who provide the" staff development programs to teachers.</i></p> <p>(4b) <i>"The guidelines and standards established by the Commission . . . shall require and maintain compliance with any requirements mandated by federal law or its implementing regulations for purposes of assuring continued federal financial assistance."</i></p> <p>(4c) <i>"The Commission and the Superintendent must use their best efforts to establish the guidelines as soon as possible, but no later than January 1, 1996."</i></p>	<p>Page 2. Lines 30-31.</p> <p>Page 2, Lines 31-34.</p> <p>Page 2, Lines 37-40.</p> <p>Page 2, Lines 28-30.</p>
<p>(5) Staff development programs under SB 1969 may be sponsored by any school district, county office of education, or regionally accredited college or university. Other organizations may also provide staff development programs with approval of the Commission, which does not have authority to review or approve staff development programs offered by districts, counties, colleges or universities.</p>	<p>Page 2. Lines 43-46.</p>
<p>(6) A teacher who is pursuing any of the staff development that is described in (1), (2), and (3) above may be provisionally assigned to provide <i>ELD</i> and/or <i>SDAIE</i> instruction to English learners during the staff development, <i>"including through the period for the assessment and the awarding of the certificate"</i>.</p>	<p>Page 3, Lines 33-39.</p>

Summary of Provisions of Law	Law Citations by Page and Line
<p>(7) A teacher who completes the staff development described in (1), (2), or (3) above will be awarded a <i>certificate of completion</i> by a school district or county office of education. The certificate of completion will indicate the areas (SDAIE, ELD, or both) in which the holder has completed staff development pursuant to this law.</p>	<p>Page 3, Lines 48-53.</p>
<p>(8) A teacher who holds a certificate of completion may be assigned to provide the instructional services named on the certificate. Certificates are valid indefinitely in any school in the state. District governing boards must make reasonable efforts to assign teachers who hold appropriate state credentials or certificates to provide instruction for English language development. Teachers holding certificates of completion, however, shall be deemed competent to provide the services listed on the certificates.</p>	<p>Page 3, Lines 42-45.</p> <p>Page 4, Lines 7-16.</p>
<p>(9) For each 45-hour block of staff development that is completed, a teacher will be credited with three semester units or four quarter units toward the Crosscultural, Language and Academic Development (CLAD) Certificate. Additionally, the staff development hours described in (1), (2), and (3) above may be used as part of a teacher's individual program of professional growth for the renewal of one or more teaching credentials.</p>	<p>Page 4, Lines 19-22.</p> <p>Page 4, Lines 14-16.</p>

Part 3

Statutory Reference and Authority for the Proposed Regulation

Statutory Reference

The proposed regulation would define, implement and make specific Education Code Section 44253.10, which was enacted as part of Chapter 1178 of the Statutes of 1994.

Statutory Authority

- (1) Education Code Section 44253.10 (Chapter 1178, Statutes of 1994) stipulates in part:

The commission, in consultation with the Superintendent of Public Instruction, shall establish guidelines for the provision of staff development pursuant to this section. The commission and the superintendent shall use their best efforts to establish these guidelines as soon as possible, but in no event later than January 1, 1996.

Section 44253.10 thus provides specific authority for the Commission on Teacher Credentialing to promulgate the proposed regulation.

- (2) The general authority of the Commission to promulgate the proposed regulation is stipulated in Education Code Section 44225, Subdivision (a):

The commission shall do all of the following:

- (a) Establish professional standards, assessments, and examinations for entry and advancement in the education profession.

The proposed regulation would define, implement and make specific a 1994 statute that calls for "professional standards, assessments, and examinations for entry and advancement in the education profession."

- (3) Furthermore, Chapter 1178 added Section 44253.10 to Article 4 (Credential Types) in Chapter 2 (Teacher Credentialing) of the Education Code. Article 4 also includes Section 44253.9, which states that:

The commission shall promulgate regulations to clarify and make specific the requirements and authorizations of credentials, certificates, and permits established pursuant to this article.

The regulation is proposed in accordance with Section 44253.9.

Taken together, Education Code Sections 44225 (a), 4253.9 and 44253.10 (b) establish general and specific authority for the Commission on Teacher Credentialing to promulgate the proposed regulation (Title 5 Sections 80680 through 80690.1).

Part 4

*Informative Digest of the
Proposed Regulation*

The proposed regulation would define, make specific and implement the provisions of Chapter 1178, Statutes of 1994. Each section of the proposed regulation is summarized in the following chart.

Sections	Pages	Summary of Each Section's Provisions
80680	1	To introduce the first category of guidelines, this section defines the three kinds of staff development programs that were created by Chapter 1178. Requires that the content of the three kinds of programs be consistent with different sections of the regulation.
80681	1	To introduce the general content guidelines, this section requires that the content of all three kinds of staff development programs be consistent with the provisions of the next four code sections.
80681.1	1-2	Content Guideline 1 specifies what the participants in all staff development programs must learn about the background characteristics of English learners in K-12 schools. Also specifies what the participants must be able to demonstrate with the knowledge they have gained.
80681.2	2-3	Guideline 2 specifies what the participants in all staff development programs must learn pertaining to educational equity and positive intercultural relations. Also specifies what the participants must be able to demonstrate with the knowledge they gain in this area.
80681.3	3-4	Guideline 3 specifies what the participants in all staff development programs must learn about the role and definition of English language development (ELD) and specially designed academic instruction in English (SDAIE). Also specifies what participants must be able to explain about the role and definition of the two kinds of instructional services.
80681.4	4-6	Specifies the several kinds of information that all staff development programs must provide pertaining to the acquisition of first and second languages. Also specifies what skills and abilities the participants must be able to demonstrate with the information.

Sections	Pages	Summary of Each Section's Provisions
80682	6	To introduce the next subcategory of guidelines, this section requires that the content of two kinds of staff development programs -- SDAIE Programs and SDAIE Plus ELD Combined Programs -- be consistent with the provisions of the next four code sections: 80682.1 through 80682.4, inclusive.
80682.1	6-7	Guideline 5 specifies the kinds of information that must be provided in the two kinds of staff development programs pertaining to published research and leading theories that underlie specially designed academic instruction in English (SDAIE). This guideline also specifies what the participants in the two kinds of programs must demonstrate with this information.
80682.2	7	Guideline 6 specifies the specific instructional methods that constitute SDAIE, and requires the two kinds of staff development programs to model these methods as well as presenting them abstractly. Specifies the particular skills that participants must learn pertaining to the instructional methods that comprise SDAIE.
80682.3	8	Guideline 7 specifies what the participants in two kinds of staff development programs must learn about ways in which language learning and literacy skills can be used for content learning in K-12 classrooms. Also specifies the skills that participants must demonstrate with this knowledge to be provided in the two kinds of programs.
80682.4	9	Guideline 8 species the methods for assessing the content learning of English learners, which must be learned by the participants in two kinds of programs. Also specifies what the participants must be able to demonstrate pertaining to these special methods of student assessment.

Sections	Pages	Summary of Each Section's Provisions
80683	9	This introductory section requires that the content of two kinds of staff development programs -- ELD Programs and SDAIE Plus ELD Combined Programs -- be consistent with the provisions of the next four code sections: 80683.1 through 80683.4, inclusive.
80683.1	10	Specifies the sociolinguistic concepts and terms pertaining to English language development that must be learned by participants in the two kinds of programs. Also specifies the skills that participants must be able to demonstrate in this area of knowledge.
80683.2	10-11	Specifies methods for teaching second languages, and requires the two kinds of programs to model these methods as well as stating them abstractly. Requires participating teachers to demonstrate knowledge of a variety of second language teaching methods.
80683.3	11-12	Guideline 11 specifies the relationships among language skills and between first and second languages, and requires that participants in the two kinds of programs learn about these relationships. Also specifies methods of developing language and literacy skills, and requires the programs to demonstrate these methods.
80683.4	12	Guideline 12 specifies a variety of methods for assessing the language development of English learners, and requires the two kinds of staff development programs to showcase these methods. Specifies the skills that participating teachers must demonstrate in this area of professional knowledge and competence.
80685	13	To introduce the second category of guidelines, this section requires that the quality of all three kinds of staff development programs be consistent with code sections 80686 through 80690.1.
80686	13	This section requires that the qualifications of staff developers and trainers of staff developers, respectively, be consistent with the next two code sections: 80686.1 and 80686.2.
80686.1	13	Defines the minimum qualifications of staff developers, either individually or as an instructional team, defined as individuals with assigned responsibility for staff development programs.
80686.2	14	Guideline 14 defines the minimum qualifications of trainers of staff developers, either individually or as an instructional team.

Sections	Pages	Summary of Each Section's Provisions
80687	14	To introduce the next subcategory of guidelines, this section requires that the planning and evaluation of all three kinds of staff development programs be consistent with the provisions of five code sections: 80687.1 through 80687.5, inclusive.
80687.1	14	Requires that each staff development program be implemented according to a thorough, comprehensive and well-organized plan, and specifies the required elements of a staff development plan. Requires that the goals and objectives be consistent with the content specifications of sections 80681 through 80683.4.
80687.2	15	Guideline 16 requires that the instructional content of each staff development program focus on effective instructional practices for teaching English learners. Requires that programs emphasize the implications of theory and research for the selection and use of teaching strategies for ELD and SDAIE.
80687.3	15	Guideline 17 requires that each staff development program utilize a procedure for determining the participants' prior knowledge and experience in teaching English learners, and requires that the relative emphasis and time spent on each topic be adjusted so the program reinforces, builds on and strengthen the prior knowledge and competencies without unnecessary repetition.
80687.4	15	Requires that each program demonstrate and model instructional methods that are appropriate to the content of the program and consistent with the approach being presented for use in teaching English learners. Also specifies the ways in which each program must provide opportunities for active learning of the content.
80687.5	16	Guideline 19 requires that each program utilize fair procedures for assessing the quality and effectiveness of the program. Requires that such assessment include participants' feedback about the program, which must be completed within the hours provided for the staff development program.

Sections	Pages	Summary of Each Section's Provisions
80688	16	To introduce the next subcategory of guidelines, this section requires that the assessment of program participants in all three kinds of staff development programs be consistent with the provisions of three code sections: 80688.1 through 80688.3, inclusive.
80688.1	16	Requires that each program utilize one or more ongoing, informal evaluation procedures by which each participant's knowledge and skill development is monitored periodically. Defines the scope of this evaluation. Describes a range of methods by which ongoing, informal evaluation must be combined with instructional activities in the program. Requires that "special assistance . . . be provided to individuals, where needed, to ensure the successful acquisition of the knowledge and skills offered by the . . . program."
80688.2	17	Guideline 21 requires that each program "utilize a valid and reliable procedure by which participants' knowledge and skills are assessed at the conclusion of the staff development program." Requires that the scope of the assessment encompass content required by Sections 80681.1 through 80683.4, and that it "focus on the most important skills and knowledge presented in the program." Requires that successful completion of the assessment be an essential part of completing the program.
80688.3	17	Guideline 22 requires local education agencies that assign teachers on the basis of certificates of completion earned pursuant to Chapter 1178 use "valid and reliable means -- including classroom observations -- to ascertain that each individual teacher has the knowledge and competence to provide ELD and/or SDAIE instruction.

Sections	Pages	Summary of Each Section's Provisions
80689	17	Requires that the administration of all three kinds of staff development programs be consistent with the provisions of four code sections: 80689.1 through 80689.4, inclusive.
80689.1	17	Guideline 23 requires organizations that offer programs to allocate sufficient resources to ensure the effective administration and implementation of each program.
80689.2	18	Guideline 24 refines and specifies the requirements for individual teachers to be eligible for participation in Combined SDAIE and ELD Staff Development Programs (45 hours), based on Education Code Section 44253.10. Also authorizes a local education agency that is to issue a certificate of completion to verify the teacher's certification that (s)he has fulfilled the three requirements.
80689.3	18	Guideline 25 requires each staff development program leading to issuance of certificates of completion pursuant to Chapter 1178 to consist of forty-five (45) contact hours of instruction. Requires instructors of staff development programs to maintain accurate records of each candidate's attendance and participation.
80689.4	19	Guideline 26 requires local education agencies that award certificates of completion to take "reasonable efforts" to ensure that certificates (a) are awarded to eligible teachers, and (b) accurately stipulate the authorizations of those certificates. This guideline also defines "self-contained classroom" as one in which a teacher is responsible for three or more subjects of the curriculum.
80690	19	Requires that the eligibility of organizations to offer three kinds of staff development programs be governed by the provisions of Section 80690.1.
80690.1	19	<p>Defines the kinds of organizations -- educational organizations and professional organizations in education -- that are eligible to offer staff development programs. Also requires that, to be eligible, an organization have sufficient resources to complete the programs that it makes available to teachers. Stipulates two alternative ways in which an organization may demonstrate sufficiency of resources.</p> <p>Requires that a professional organization submit a staff development proposal to the Commission for approval. Specifies the maximum time periods for the Commission's response to a proposal.</p>

Part 5

Initial Statement of Reasons for the Proposed Regulation

The language of the proposed regulation is based directly on the provisions of Chapter 1178 of the 1994 Statutes, specifically:

(b) The commission, in consultation with the Superintendent of Public Instruction, shall establish guidelines for the provision of staff development pursuant to this section. The commission and the superintendent shall use their best efforts to establish these guidelines as soon as possible, but in no event later than January 1, 1996. Staff development pursuant to this section shall be consistent with the commission's guidelines. To ensure the highest standards of program quality and effectiveness, the guidelines shall include quality standards for the persons who train others to perform staff development training and for those who provide the training. The guidelines may require that teachers who qualify to provide instruction pursuant to paragraph (1) of subdivision (d) include a portion within the total 45 clock hours of training provided in paragraph (2) of subdivision (a) in English language development. The guidelines and standards established by the commission to implement this section shall require and maintain compliance with any requirements mandated by federal law or its implementing regulations for purposes of assuring continued federal financial assistance (44253.10).

Reference to "Guidelines"

Section 44253.10(b) indicates clearly that the Commission should establish "guidelines" which, according to the Administrative Procedures Act, must be promulgated as a regulation in the California Code of Regulations (Title 5). Because Section 44253.10(b) refers explicitly to "guidelines," the Commission proposes that each section of the regulation be designated (in the text of the regulation) as a "guideline" with a name and number.

Following approval of the proposed regulation, the Commission plans to publish a *Handbook for Implementation of Senate Bill 1969*. The *Handbook* will be intended for use by local education officials who will have responsibility for administering the provisions of Senate Bill 1969. The proposed regulation, once approved, will be promulgated in the *Handbook*. The Commission believes that the regulation and the *Handbook* will be most useful to local education officials if each section of the regulation has a separate name and number as a "guideline." This step will facilitate communications about the requirements of the regulation, and it will be explicitly consistent with the legal requirements of Chapter 1178.

Two Categories of Guidelines

It would not be possible to define, implement or make specific Chapter 1178 unless the Commission's regulation specified the *content* of staff development programs for eligible teachers. A primary way in which staff development programs offered pursuant to Chapter 1178 could be consistent with the Commission's guidelines would be in the *content* of those programs, which should be consistent with *content guidelines* promulgated by the Commission. On this basis, the Commission's proposed regulation includes a *category of guidelines* that are proposed as *Guidelines for the Content of Staff Development Programs*. This category of guidelines begins in proposed Section 80680 and concludes in proposed Section 80683.4 (twelve guidelines).

At the same time, Chapter 1178 clearly indicates that the guidelines established by the Commission must "ensure the highest standards of program quality and effectiveness" in staff development programs for teachers of English learners. Beyond the consistency of each program's *content* with the Commission's *content guidelines*, this stipulation requires that *program quality and effectiveness* also be consistent with guidelines established by the Commission. Further, Chapter 1178 requires, as one instance of "program quality and effectiveness," that "the guidelines shall include quality standards for the persons who train others to perform staff development training and for those who provide the training" (44253.10(b)). The statute further requires that "the guidelines and standards established by the commission to implement this section shall require and maintain compliance with any requirements mandated by federal law or its implementing regulations for purposes of assuring continued federal financial assistance" (44253.10(b)).

Based on these latter provisions of Chapter 1178, the proposed regulation includes a *second category of guidelines* that are proposed as *Guidelines for the Quality of Staff Development Programs*. The second category of guidelines begins in proposed Section 80685 and concludes in proposed Section 80690.1 (twelve guidelines). This category includes guidelines pertaining to the "Professional Qualifications of Staff Developers" (Section 80686.1), the "Professional Qualifications of Trainers of Staff Developers" (Section 80686.2), and "Assessment Requirements to Meet Federal Guidelines" (Section 80688.3). The second category also includes guidelines that will, in additional ways, "ensure the highest standards of program quality and effectiveness" in staff development programs for teachers of English learners.

Expert Task Force Appointed to Develop the Proposed Regulation

To develop the proposed regulation, the Commission in December, 1994, appointed sixteen experts to an *Advisory Task Force on Staff Development Guidelines to Implement Senate Bill 1969*. Additionally, the Commission solicited the advice of six experts who served as Special Consultants to the Advisory Task Force. Listed on the following page, the Advisory Task Force met on five occasions with the Special Consultants, who are listed on the page following the Advisory Task Force.

Special Note: Identification of the Advisory Task Force and the Special Consultants on the following pages should not be interpreted to mean that these twenty-two individuals concur with the regulation that is proposed by the Commission. Several guidelines have the support of all (or nearly all) of these experts, as is shown in Chart 3 below. However, some guidelines are supported by no more than one-half of the Advisory Task Force members. The individual members' concurrence with the individual guidelines should not be assumed, therefore.

Advisory Task Force on Staff Development Guidelines for Implementation of SB 1969

Commission on Teacher Credentialing California Department of Education 1994-95

- Michael Acosta, Administrator
Certificated Employment Operations
Los Angeles Unified School District
Los Angeles, California
- Diana Cotter, Teacher
Loreto Elementary School
Los Angeles Unified School District
Pasadena, California
- Antonio Duarte, Teacher
Westmont Elementary School
Pomona Unified School District
Pomona, California
- Roberto Gallegos, Teacher
Garfield High School
Los Angeles Unified School District
Los Angeles, California
- Victoria Wai Jew, Professor
School of Education
California State University
Sacramento, California
- Reynaldo Macias, Director
Language Minority Research Institute
University of California
Santa Barbara, California
- Guillermo Mendoza, Teacher
Mecca Elementary School
Coachella Valley Unified School District
Mecca, California
- Claire Merced, Resource Teacher
Office of Bilingual Education
San Francisco Unified School District
San Francisco, California
- Denise Murray, Chair
Dept. of Linguistics and Language
San Jose State University
San Jose, California
- Marilyn Perkins, Teacher
Gidley Elementary School
El Monte City School District
El Monte, California
- Dick Piper, President
California Learning Design
Westminster, California
- Winnie Porter, Teacher
Cesar Chavez Elementary School
San Francisco Unified School District
San Francisco, California
- Gail Rosental, Teacher Specialist
Welcome Center Supervisor
Glendale Unified School District
Glendale, California
- Silvina Rubinstein, Director
Bilingual Education Office
Montebello Unified School District
Montebello, California
- Shelley Spiegel-Coleman, Consultant
English as a Second Language
Los Angeles County Office of Education
Downey, California
- Kathleen Taira, Chairperson
Teacher Education Department
California State University
Dominguez Hills, California

Special Consultants to the Advisory Task Force

- Bob Carlson, Consultant
CLAD/BCLAD Teacher Certification Examinations
Commission on Teacher Credentialing
Sacramento, California
- Norm Gold, Director
Local Compliance Review Division
California Department of Education
Sacramento, California
- Elena Leon, Director
Office of Bilingual Education
California Department of Education
Sacramento, California
- Claudia Lockwood, Director
Bilingual Teacher Training Program
San Joaquin County Office of Education
Stockton, California
- Suzanne Peregoy, Professor
Bilingual and Elementary Education
San Francisco State University
San Francisco, California
- Priscilla Walton, Consultant
CLAD/BCLAD Teacher Preparation Programs
Commission on Teacher Credentialing
Sacramento, California

Categories of Expertise: Advisory Task Force and Special Consultants

In selecting and appointing the Advisory Task Force and the Special Consultants, the Commission sought to obtain expertise in four distinct areas of specialization.

- (1) Researchers and university professors who have conducted research on the effective instruction of English learners, and are acquainted with the body of published research on the content that teachers need to know and the special methods they need to use effectively. Six of the experts were selected for their expertise in this area of specialization.
- (2) Classroom teachers who are leaders of California teachers because of their frequent contact with California teachers, and who are acquainted with the needs, preferences and priorities of teachers who will participate in staff development programs pursuant to c. 1178. Six of the experts were selected for their expertise in this area of specialization.
- (3) Local education officials who have been effective in providing successful staff development programs for teachers of English learners, and who have either delivered or administered programs that focused on special methods of instruction that are effective for English learners. Six of the experts were selected for their expertise in this area of specialization.

- (4) State education officials who have drafted standards and examinations for teachers of English learners in California public schools (K-12), or who have evaluated effective and ineffective programs of staff development for these teachers. Four of the Special Consultants possessed this form of expertise.

How the Commission Tapped the Advisory Task Force's Expertise

The Commission's charge to the Advisory Task Force was to develop guidelines for local programs of professional development for teachers of English learners -- guidelines that would be submitted to the Commission and the Office of Administrative Law as a regulation to define, implement, and make specific the provisions of Chapter 1178. The Commission indicated to the Advisory Task Force that guidelines for staff development programs pursuant to Chapter 1178 (Statutes of 1994) should be aligned and congruent with the examination specifications and program standards that were adopted pursuant to Chapter 1050 (Statutes of 1992). To guide the Advisory Task Force in accomplishing its charge, the Commission provided the following resource documents.

- (1) The specifications for the scope and content of the CLAD Certificate examinations, which the Commission has adopted pursuant to Education Code Section 44253.5 (c).
- (2) The standards of program quality and effectiveness for teacher education programs that lead to issuance of the CLAD Teaching Credential, which the Commission adopted pursuant to Education Code Sections 44225 (a) and 44253.3 (c).
- (3) Descriptive information about the university programs that are offered to teachers pursuant to Education Code Section 44253.3 (c).

Except for Sections 80688 through 80688.3 (Guidelines 20 through 22) and Section 80689.4 (Guideline 26), the proposed regulation was drafted, developed and refined by the Advisory Task Force and the Special Consultants. These experts worked on the regulation as a group (during five Task Force meetings) and in consultation with their professional associates (between the five meetings).

When the Advisory Task Force concluded its work, the members voted on the guidelines that had been drafted by the group. Fifteen of its sixteen members were present for this vote, which showed very strong consensus of support for all of the Guidelines in Category 1 (Content Guidelines), and for ten of the twelve Guidelines that remained in Category 2 (Quality Guidelines).

Chart 3 on the following pages shows (in the right column) the numbers of Advisory Task Force members who voted for adoption of the 22 guidelines shown in the left column. Additionally, the Commission concluded that Sections 80688 through 80688.3 (Guidelines 20 through 22) and the amendments to Section 80689.4 (Guideline 26) are needed to ensure that certificates are awarded to teachers who have learned essential knowledge and skills for teaching English learners in public schools. On this basis, the Commission adopted these guidelines and amendments without consensus recommendations by the Advisory Task Force.

Chart 3
Guidelines with Consensus Support by the
Advisory Task Force

Consensus Guidelines by the Advisory Task Force	Supporting Votes	Opposing Votes
Category 1: Content Guidelines		
Subcategory 1-A: General Content Guidelines for All Programs		
Guideline 1. Understanding Background Characteristics of English Learners	15 Votes	0 Votes
Guideline 2. Educational Equity and Positive Intercultural Relations	15 Votes	0 Votes
Guideline 3. Definition and Role of ELD and SDAIE in the Education of English Learners	15 Votes	0 Votes
Guideline 4. Theories of 1st and 2nd Language Acquisition	15 Votes	0 Votes
Subcategory 1-B: Additional Content Guidelines for Staff Development in SDAIE		
Guideline 5. Research and Theory for SDAIE	15 Votes	0 Votes
Guideline 6. Matching Content Instruction to Language Abilities	15 Votes	0 Votes
Guideline 7. Using Language and Literacy for Learning Content	15 Votes	0 Votes
Guideline 8. Assessment of Content Learning	15 Votes	0 Votes
Subcategory 1-C: Additional Content Guidelines for Staff Development in ELD		
Guideline 9. Linguistic Concepts for Understanding ELD	15 Votes	0 Votes
Guideline 10. Methods for Second Language Teaching	15 Votes	0 Votes
Guideline 11. Literacy for English Language Development	15 Votes	0 Votes
Guideline 12. Assessment of English Language Development	15 Votes	0 Votes

Consensus Guidelines by the Advisory Task Force	Supporting Votes	Opposing Votes
Category 2: Quality Guidelines		
Subcategory 2-A: Qualifications of Staff Developers		
Guideline 13. Qualifications of Staff Developers	14 Votes	1 Vote
Guideline 14. Qualifications of Trainers of Staff Developers	14 Votes	1 Vote
Subcategory 2-B: Quality in Planning and Evaluating Staff Programs		
Guideline 15. Planning and Organization	15 Votes	0 Votes
Guideline 16. Instructional Focus of Staff Development	15 Votes	0 Votes
Guideline 17. Matching Instructional Content	14 Votes	1 Vote
Guideline 18. Active Modeling of Instructional Methods	15 Votes	0 Votes
Guideline 19. Evaluation of Staff Development Programs	12 Votes	3 Votes
Subcategory 2-C: Quality in the Administration of Staff Development Programs		
Guideline 20. Allocation of Resources for Staff Development	15 Votes	0 Votes
Guideline 23. Award of Certificates of Completion	10 Votes	5 Votes
Subcategory 2-D: Eligibility of Organizations to Offer Staff Development		
Guideline 24. Eligibility of Organizations to Offer Programs	14 Votes	One Did Not Vote

In addition to the consensus guidelines that were recommended by the Advisory Task Force (as shown in Chart 3), the Commission concluded that Sections 80688 through 80688.3 (Guidelines 20 through 22) and the amendments to Section 80689.4 (Guideline 26) are needed to ensure that certificates are awarded to teachers who have learned essential knowledge and skills for teaching English learners in public schools. On this basis, the Commission adopted these guidelines and amendments without consensus recommendations by the Advisory Task Force.

Part 6

Fiscal Impact Estimates

The Commission on Teacher Credentialing and the California Department of Finance have determined that the proposed regulation, if approved, would not establish a state-mandated local program or a state-mandated cost for local education agencies or for individual teachers.

School districts in which English learners are enrolled could elect to implement the proposed regulation, or they could elect to use one of the other existing legal options for assigning teachers to teach English learners. Similarly, individual teachers could elect to earn a certificate of completion under the proposed regulation, or they could pursue other legal options for teaching English learners in their classes. Information about the existing options for school districts and teachers is available from the Commission.

Fiscal Impact on Public Agencies, Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State	None
Nondiscretionary Costs/Savings to Local Agencies	None
Cost to Any Local Agency or School District for Which Reimbursement Would be Required	None
Cost Impact on Private Persons or Entities	None
<u>Housing Costs</u>	None
<u>Business Impact:</u> Impact of the proposed regulation on California business enterprises and individuals, including the ability of California businesses to compete with businesses in other states.	None
<u>Impact on Jobs and New Businesses:</u> Impact of the proposed regulation on the creation or elimination of jobs or businesses or the expansion of businesses in the State of California.	None
<u>Small Businesses:</u> Effect of the proposed regulation on small businesses. The only agencies that can offer staff development for teachers pursuant to state law and the proposed regulation are local government agencies such as school districts.	None

Part 7

Other Notice Requirements

Consideration of Alternatives

At the public hearing on June 1, 1995, the Commission on Teacher Credentialing must determine that no alternative which it considered would either be more effective than or as effective as and less burdensome on affected private persons than the proposal described in this Notice. Any interested person may present statements or arguments orally or in writing relevant to the above determinations at the public hearing on June 1 (1:30 p.m.).

Text of Proposal

Copies of the exact language of the proposed regulation, the information relied upon, and the statement of reasons may be obtained at the public hearing or prior to the public hearing upon request from the Professional Services Division, Commission on Teacher Credentialing, 1812 Ninth Street, Sacramento, California 95814-7000.

Contact Person

Inquiries concerning the proposed regulatory action may be addressed to Mr. Ed Boyce at the above address or by calling (916) 445-6772.

Attachment 1

**Text of Senate Bill No. 1969
(Chapter 1178, Statutes of 1994)**

(Approved by Governor September 29, 1994.
Filed with Secretary of State September 30, 1994.)

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares each of the following:

- (a) All pupils should have the opportunity to learn. Pupils with limited English Proficiency (LEP) need equal educational access to the curriculum. Teachers of LEP pupils must have the skills and knowledge to provide appropriate methods of instruction. The pupil population in kindergarten and grades 1 to 12, inclusive, in this state has become more diverse and many pupils in our schools speak little or no English. It appears that this trend toward a more culturally diverse population will continue at a rising pace. This increase in cultural and language diversity of the school age population will require a dramatic increase in the number of teachers who are trained and competent to provide educational instructions to LEP pupils.
- (b) The new credentialing system includes a Crosscultural, Language and Academic Development (CLAD) certificate to provide for the preparation and credentialing of teachers for LEP pupils. For the near future, there is a shortage of teachers who will meet the educational requirements of the CLAD certificates. However, there is an abundance of LEP pupils who need trained and competent teachers.
- (c) In appreciation of these current circumstances, and as an alternative to the CLAD certificate program for a limited duration to efficiently and quickly generate a sufficient number of experienced, competent teachers to provide equal educational access for the large school age population of LEP pupils in this state, the Legislature hereby enacts Section 44253.10 of the Education Code.

1
2
3 SECTION 2. Section 44253.10 is added to the Education Code, to read:
4

5 (a) A teacher with a basic teaching credential may be assigned to provide specially
6 designed content instruction delivered in English, as defined in subdivision (b) of
7 Section 44253.2, to limited-English-proficient pupils only if the following
8 conditions are met:
9

10 (1) The teacher, as of January 1, 1995, is a permanent employee of a school
11 district, a county office of education, or a school administered under the
12 authority of the Superintendent of Public Instruction, or has been employed
13 in a school district with an average daily attendance of not more than 250 for
14 at least two years.
15

16 (2) The teacher completes 45 clock hours of staff development in methods of
17 specially designed content instruction delivered in English prior to January
18 1, 1998. The commission may extend that date by an additional six-month
19 period if the commission finds, on the basis of a petition by the staff
20 development sponsors that the sponsor has made a good faith effort to provide
21 the staff development but has been unable to do so because of circumstances
22 beyond the control of the sponsor providing the staff development and the
23 teachers.
24

25
26 (b) The commission, in consultation with the Superintendent of Public Instruction,
27 shall establish guidelines for the provision of staff development pursuant to this
28 section. The commission and the superintendent shall use their best efforts to
29 establish these guidelines as soon as possible, but in no event later than January 1,
30 1996. Staff development pursuant to this section shall be consistent with the
31 commission's guidelines. To ensure the highest standards of program quality and
32 effectiveness, the guidelines shall include quality standards for the persons who
33 train others to perform staff development training and for those who provide the
34 training. The guidelines may require that teachers who qualify to provide
35 instruction pursuant to paragraph (1) of subdivision (d) include a portion within
36 the total 45 clock hours of training provided in paragraph (2) of subdivision (a) in
37 English language development. The guidelines and standards established by the
38 commission to implement this section shall require and maintain compliance with
39 any requirements mandated by federal law or its implementing regulations for
40 purposes of assuring continued federal financial assistance.
41

42
43 (c) The staff development may be sponsored by any school district, county office of
44 education, or regionally accredited college or university meets the standards
45 included in the guidelines established pursuant to this subdivision or any
46 organization that meets those standards and is approved by the commission. Any
47 equivalent three semester unit or four quarter unit class may be taken by the
48 teacher at a regionally accredited college or university to satisfy the staff
49 development requirement described in subdivision (a).
50

Attachment 1: Text of Senate Bill 1969 (Hughes)

2
3 (d) A teacher who completes the staff development described in subdivision (a) shall
4 be awarded a certificate of completion of staff development in methods of specially
5 designed content instruction in English by the school district or county office of
6 education, but may not be assigned to provide content instruction in the pupil's
7 primary language, as defined in subdivision (c) of Section 44253.2. A teacher who
8 completes that staff development may be assigned to provide instruction for
9 English language development, as defined in subdivision (a) of Section 44253.2, in
10 a self-contained classroom only under either of the following circumstances:

11
12 (1) The teacher has taught for at least nine years in California public schools and
13 certifies that he or she has had experience, or training in, teaching
14 limited-English-proficient pupils and authorizes verification by the entity
15 that issues the certificate of completion. The teacher shall be awarded a
16 certificate of completion in methods of instruction for English language
17 development in a self-contained classroom issued by the school district or
18 county office of education.

19
20 (2) The teacher has taught for less than nine years in California public schools,
21 or has taught for at least nine years in California public schools but is unable
22 to certify that he or she has had experience, or training in, teaching
23 limited-English-proficient pupils, but has, within three years of completing
24 the staff development described in subdivision (a), completed an additional 45
25 hours of staff development, including English language development
26 training, as set forth in the guidelines developed pursuant to subdivision (a).
27 Upon completion of this additional staff development, the teacher shall be
28 awarded a certificate of completion in methods of instruction for English
29 language development in a self-contained classroom issued by the school
30 district or county office of education.

31
32
33 (e) A teacher who is pursuing the training specified in paragraph (2) of subdivision
34 (a) or subdivision (d), or both, including through the period for the assessment
35 and awarding of the certificate, may be provisionally assigned to provide
36 instruction for English language development, as defined in subdivision (a) of
37 Section 44253.2, or to provide specially designed content instruction delivered in
38 English, as defined in subdivision (b) of Section 44253.2, during the period in
39 which the teacher pursues that training.

40
41
42 (f) A teacher who meets the requirements for a certificate of completion may be
43 assigned indefinitely to provide the instructional services named on the certificate
44 in any school district, county office of education, or school administered under the
45 authority of the Superintendent of Public Instruction.

46
47
48 (g) A school district or county office of education that provides staff development
49 pursuant to paragraph (2) of subdivision (a) shall award each teacher who
50 completes the staff development a certificate of completion of staff development in
51 methods of specially designed content instruction in English or English language
52 development, or both, in accordance with the staff development that the teacher
53 completed.

- 1
2
3 (h) Teacher assignments made in accordance with subdivision (a) of this section shall
4 be included in the reports required by subdivisions (a) and (c) of Section 44258.9.
5
6
7 (i) A school district governing board shall make reasonable efforts to provide
8 limited-English-proficient pupils in need of English language development
9 instruction with teachers who hold appropriate credentials, language development
10 specialist certificates, or crosscultural language and academic development
11 certificates that authorize English language development instruction. However,
12 any teacher awarded a certificate or certificates of completion under subdivision
13 (e) shall be deemed certificated and competent to provide the services listed on that
14 certificate of completion. A teacher who completes staff development pursuant to
15 this section may use those hours of staff development to meet the requirements of
16 subdivision (b) of Section 44277.
17
18
19 (k) Any teacher completing staff development pursuant to this section shall be
20 credited with three semester units or four quarter units for each block of 45 hours
21 of staff development completed for the purpose of meeting the requirements set
22 forth in subdivision (b) of Section 44253.3.
23
24
25 (l) Any school district may use funds allocated to it for the purposes of Chapter 3.1
26 (commencing with Section 44670) to provide staff development pursuant to this
27 section.
28
29

30 SECTION 3. Notwithstanding Section 17610 of the Government Code if the Commission
31 on State Mandates determines that this act contains costs mandated by the state, reim-
32 bursement to local agencies and school districts for those costs shall be made pursuant
33 to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government
34 Code. If the statewide cost of the claim for reimbursement does not exceed one million
35 dollars (\$1,000,000), reimbursement shall be made from the State Mandates Claims Fund.
36 Notwithstanding Section 17580 of the Government Code, unless otherwise specified in
37 this act, the provisions of this act shall become operative on the same date that the act
38 takes effect pursuant to the California Constitution.
39
40

California Code of Regulations
Title 5
Proposed Sections 80680 through 80690.1

**To Define, Implement and Make Specific
Chapter 1178, Statutes of 1994
(Senate Bill 1969, Hughes)**

*Guidelines for Staff Development Programs
for Teachers of English Learners*

**Submitted to the Office of Administrative Law and
the Department of Finance in accordance with
Government Code Sections 11346.1 and 11346.5.**

**Commission on Teacher Credentialing
State of California
April 12, 1995**

*California Code of Regulations, Title 5,
Proposed Sections 80680 through 80690.1*

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2 **California Code of Regulations, Title 5,**
3 **Proposed Sections 80680 through 80690.1**
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6 **Guideline Category 1: Guidelines for the Content of**
7 **Staff Development Programs (Section 80680)**
8

9 (a) Three kinds of staff development programs for teachers of English learners may
10 be offered pursuant to Education Code Section 44253.10. The three kinds of
11 programs are:

- 12
13 (1) Staff Development Programs in Specially Designed Academic Instruction
14 Delivered in English (SDAIE) as defined in subdivision (b) of Education Code
15 Section 44253.2.
16 (2) Staff Development Programs in English Language Development (ELD)
17 Instruction as defined in subdivision (a) of Education Code Section 44253.2.
18 (3) Staff Development Programs in SDAIE and ELD Combined.
19

20 (b) As specified in Sections 80681, 80682 and 80683 of this code, the content of the
21 three kinds of staff development programs shall be consistent with the
22 provisions of Sections 80681.1 through 80681.4, 80682.1 through 80682.4, and
23 80683.1 through 80683.4.
24

25 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
26 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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30 **Guideline Subcategory 1-A: General Content Guidelines for**
31 **All Programs (Section 80681)**
32

33 The content of all Staff Development Programs in Specially Designed Academic
34 Instruction Delivered in English (SDAIE), in English Language Development (ELD),
35 and in SDAIE and ELD Combined shall be consistent with the provisions of Sections
36 80681.1 through 80681.4, inclusive.
37

38 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
39 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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43 **Guideline 1: Understanding Background Characteristics of**
44 **English Learners. (Section 80681.1)**
45

46 (a) Staff development programs shall describe the varying background charac-
47 teristics of English learners. Participants shall demonstrate understanding of
48 the diverse cultural, linguistic, socioeconomic, educational, and experiential
49 background factors that characterize English learners, and the impact of these
50 factors on school adjustment, learning, and language acquisition.

1
2 (b) To better understand and meet their English learners' educational needs,
3 participating teachers shall learn how to obtain specific kinds of background
4 information about their students, such as:

- 5
6 (1) prior educational experiences;
7 (2) sociocultural background;
8 (3) socioeconomic circumstances of families;
9 (4) language or languages spoken in the home; and
10 (5) whether students are immigrants, refugees or native born. If students are
11 immigrants or refugees,
12 (A) their country of origin;
13 (B) their circumstances of immigration; and
14 (C) their age on arrival to the United States.
15

16 (c) Staff development programs shall also present basic culture concepts, including
17 ways in which cultures may be similar or different, and the effects such
18 differences may have on English learners in schools, such as the following:

- 19
20 (1) congruence between the home and school cultures;
21 (2) how families and educational institutions relate to each other;
22 (3) values and norms concerning roles and responsibilities of children at
23 home and at school; and
24 (4) family and school expectations concerning regular school attendance.
25

26 (d) Staff development programs shall explain parameters of diversity, such as the
27 above, and offer resources for finding information about cultural groups of
28 students.
29

30 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
31 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
32
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35 **Guideline 2: Educational Equity and**
36 **Positive Intercultural Relations** (Section 80681.2)
37

38 (a) Staff development programs shall provide specific strategies to promote
39 educational equity in the classroom, foster intercultural relations, and validate
40 pupils' families, languages and cultures. Participants shall demonstrate
41 understanding of and ability to use a variety of classroom strategies that
42 promote educational equity, high expectations of student achievement, and
43 positive relations among students and between the school and home.
44

45 (b) Participating teachers shall learn how to promote educational equity by holding
46 high achievement expectations for all learners and by utilizing such strategies
47 as:

- 48
49 (1) cooperative learning to promote social and academic development and to
50 equalize student status;
51 (2) heterogeneous grouping to promote positive interaction among diverse
52 students and to avoid negative impacts of tracking and rigid ability
53 grouping;
54 (3) flexible grouping to permit different students to work together at different
55 times for different purposes;

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2
3 (4) calling on students consciously, sensitively and equitably to ensure equal
4 opportunity for successful participation; and

5 (5) varying instructional formats (whole class, small group, pairs, individuals)
6 to ensure daily opportunities for each student to feel comfortable with and
7 able to participate in learning activities.
8

9 (c) Staff development programs shall examine ways for teachers to establish
10 positive intercultural relations within the classroom by portraying all cultures
11 positively and by teaching positive conflict management and resolution
12 through strategies such as the following:
13

14 (1) the use of quality multicultural literature that reflects students' home
15 languages and cultures as well as those of other groups;

16 (2) acknowledging students' home languages and cultures during personal
17 interactions;

18 (3) modeling acceptance and understanding of cultural differences;

19 (4) incorporating aspects of students' home languages and cultures into
20 instruction, where possible; and

21 (5) providing class time in a supportive environment to discuss and resolve
22 interpersonal problems that may arise.
23

24 (d) Programs shall also encourage teachers to become self-reflective so as to avoid
25 possible unconscious bias related to students' birthplace, citizenship status,
26 gender, culture, ethnicity, race, religion, socioeconomic status, language
27 proficiency, and/or disability.
28

29 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

30 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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33

34 **Guideline 3. Definition and Role of ELD and**
35 **SDAIE in the Education of English Learners** (Section 80681.3)
36

37 (a) Staff development programs shall provide participants with clear definitions of
38 English language development (ELD) and specially designed academic
39 instruction delivered in English (SDAIE), emphasizing language development as
40 the primary goal of ELD and the comprehension and learning of grade-
41 appropriate or advanced curriculum content as the primary goal of SDAIE. Staff
42 development programs shall also describe the students whom ELD and SDAIE are
43 designed to serve, and the place of ELD and SDAIE within students' overall
44 academic program. Participants shall be able to explain the definition, rationale
45 and purpose of ELD and SDAIE, including how they interrelate and work
46 together to provide maximum language and content learning opportunities for
47 English learners and ensure access to the core curriculum.
48

49 (b) ELD shall be defined as the systematic use of instructional strategies designed to
50 promote the acquisition of English by students whose primary language is other
51 than English. Such instruction may form part of a bilingual program or a
52 program in which English is the only language of instruction.
53

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3 (c) SDAIE shall be defined as a set of systematic instructional strategies designed to
4 make grade-appropriate or advanced curriculum content comprehensible to
5 English learners with intermediate English language proficiency. The purpose
6 of SDAIE is to provide English learners with access to the core curriculum at the
7 same academic level as provided to their native-English-speaking counterparts.
8

9 (d) Staff development programs shall emphasize that SDAIE strategies focus on:

- 10
11 (1) creating instruction that capitalizes on students' prior knowledge,
12 including cultural knowledge;
13 (2) tailoring teacher talk to students' English language proficiency levels by
14 accompanying verbal explanations with visuals, realia, dramatization, and
15 other non-verbal cues to make meaning clear;
16 (3) providing opportunities for students to process material (e.g., question,
17 discuss, review, rehearse, read, write about and/or represent instructional
18 content) in a variety of formats (e.g., individually, in pairs, in groups or in
19 conferences with the teacher); and
20 (4) using assessment methods that permit students to display learning in a
21 variety of ways, both verbal and nonverbal.
22

23 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
24 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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28 **Guideline 4. Theories of First and**
29 **Second Language Acquisition**

(Section 80681.4)

30
31 (a) Staff development programs shall compare and contrast general theories of first
32 and second language acquisition. Instructors shall discuss how those theories
33 inform teaching practices for English learners. Staff development programs
34 shall also describe current views of how a second language is acquired,
35 including psychological, sociocultural, and political factors to the extent that
36 these factors assist teachers in better understanding and tailoring instruction to
37 their English learners. Participants shall be able to demonstrate understanding
38 of current views and concepts of second language acquisition as these relate to
39 English learners in their classrooms.
40

41 (b) Participating teachers shall demonstrate familiarity with past and present
42 theories about how languages are acquired and knowledge of how different
43 theories have influenced second language teaching methods (e.g., the influence
44 of behaviorist theory on the audiolingual method; the relationship between
45 innatist theories and the concept of "comprehensible input" in language
46 acquisition; the relationship between social interactionist theories and the use
47 of cooperative learning to promote second language acquisition). Teachers
48 shall examine the processes and factors involved in second language
49 acquisition, and shall demonstrate understanding of psychological, sociocultural
50 and political factors that affect English learners as they grow in language,
51 learning and personal identity. By examining theory and relating it to
52 teaching methods, participants shall perceive both the importance and
53 limitations of theory.
54

- 2
3 (c) Staff development programs in ELD shall include the following topics.
4
5 (1) Language acquisition theories as they relate to primary and secondary
6 languages (theories listed in reverse of historical sequence)
7
8 (A) Social Interactionist
9 (B) Innatist
10 (C) Behaviorist
11
12 (2) Second language acquisition concepts that influence current pedagogy
13
14 (A) Input/intake/output
15 (B) Learning/Acquisition (formal/informal)
16 (C) Natural Order Hypothesis
17 (D) Creative Construction Theory
18
19 (3) Second language acquisition in relation to bilingual development
20
21 (A) Age when second language acquisition began and the effects of age on
22 eventual attainment in English language proficiency, academic
23 achievement in English, and primary language development and/or
24 maintenance
25
26 (B) Interactions between a bilingual learner's two languages during
27 language acquisition and use:
28
29 (1) transfer and interlanguage
30 (2) common underlying proficiency model
31 (3) code-switching
32
33 (C) The role and effect of primary language literacy and schooling on
34 second language acquisition and academic achievement in the second
35 language
36
37 (D) Literacy traditions of the primary language in the natal culture
38
39 (1) whether there is a writing system and whether the writing
40 system is alphabetic, syllabic or logographic
41 (2) similarities and differences between the writing system and that
42 of English
43 (3) similarities and differences between the rhetorical styles of the
44 primary language and that of English
45
46 (4) Psychological factors
47
48 (A) Personality
49 (B) Motivation
50 (C) Learning styles or preferences
51

1 (5) Sociocultural and political factors affecting bilingualism and second
2 language acquisition

3
4 (A) Differential status/prestige of languages

5 (B) Dialect and standard languages

6 (C) Acculturation patterns; language maintenance, language shift,
7 language loss

8
9 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

10 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

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14 **Guideline Subcategory 1-B: Additional Content Guidelines for**
15 **Staff Development in Specially Designed Academic Instruction**
16 **Delivered in English (SDAIE) (Section 80682)**

17
18 The content of Staff Development Programs in Specially Designed Academic
19 Instruction Delivered in English (SDAIE), and in SDAIE and ELD Combined, shall be
20 consistent with the provisions of Sections 80682.1 through 80682.4, inclusive.

21
22 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

23 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

24
25
26 **Guideline 5: Research and Theory for SDAIE (Section 80682.1)**

27
28 (a) Staff development programs shall provide basic information on primary
29 language development, second language acquisition, academic content
30 instruction, and culture theory and research underlying SDAIE insofar as such
31 information provides concrete, useful application to classroom practices that
32 promote the educational success of English learners. Participants shall
33 demonstrate knowledge of how primary language development, second
34 language acquisition, content instruction and culture theory and research
35 relate to SDAIE.

36
37 (b) Staff development programs shall provide a basic understanding of how
38 research and theory relate to classroom organization and instruction for SDAIE.
39 Teachers shall demonstrate understanding of:

40
41 (1) how primary and secondary languages are acquired;

42 (2) relationships between oral and written language development;

43 (3) how primary language development relates to academic learning and
44 second language acquisition;

45 (4) how sociocultural factors affect language acquisition and use;

46 (5) how students' cultural and learning experiences may affect classroom
47 performance;

48 (6) how the teacher may function as cultural broker and home language
49 validator;

50 (7) how acculturation processes and stages may affect student performance;
51 and

52 (8) content learning and teaching strategy research as it applies to the
53 participant's grade level and content area.

54
55 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

56 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

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4 **Guideline 6: Matching Content Instruction**
5 **to Language Abilities**

(Section 80682.2)

- 6
7 (a) Staff development programs shall model and explain strategies for matching
8 pupils' English language abilities and prior knowledge with instruction that
9 permits access to rigorous, grade-appropriate curriculum content. Participants
10 shall be able to take a lesson sequence or thematic unit and make the content
11 understandable to learners with varying English language proficiency levels.
12 In addition, staff development programs shall model and explain various
13 patterns of classroom organization, student grouping and team teaching to meet
14 the diverse language and content learning needs of students with varying
15 English language proficiency levels, primary languages, and academic
16 backgrounds. Participants shall be able to evaluate and modify their current
17 classroom organization, grouping, and teaming patterns (as well as student
18 placement criteria) at their school sites to better meet the educational needs of
19 English learners.
20
- 21 (b) Participating teachers shall learn to use teaching strategies that help English
22 learners understand curriculum content. These strategies include supporting
23 teacher talk with non-verbal cues to convey content (e.g., demonstration,
24 pictures, graphic organizers, etc.), as well as verbal supports to convey content
25 (e.g., paraphrasing, repeating, checking for understanding). Teachers shall
26 learn how to provide opportunities for students to process information (e.g.,
27 groupwork, pairwork, interactive journals, projects). Participants in SDAIE
28 training shall learn how to make instruction comprehensible and promote
29 learning by using a combination of strategies that:
30
- 31 (1) assess and validate prior knowledge;
 - 32 (2) build new background knowledge;
 - 33 (3) integrate language and content learning;
 - 34 (4) organize instruction around themes;
 - 35 (5) present content from multicultural perspectives;
 - 36 (6) utilize cooperative/interactive strategies;
 - 37 (7) employ heterogeneous and flexible groups;
 - 38 (8) allow students to demonstrate knowledge in a variety of ways, (e.g., verbal,
39 nonverbal, oral, written, pictorial, dramatization) individually, in pairs,
40 and/or in groups;
 - 41 (9) aim at a variety of academic and language proficiency levels;
 - 42 (10) use various verbal and nonverbal means to check student comprehension
43 (e.g., creating ways for students to ask for clarification, observing
44 students' nonverbal response to instruction); and
 - 45 (11) involve the selection and modification of multimedia and printed
46 materials.

47
48 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
49 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

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4 **Guideline 7: Using Language and**
5 **Literacy for Learning Content**

(Section 80682.3)

- 6
7 (a) Staff development programs for SDAIE shall provide basic theory concerning
8 literacy development among English learners, including relationships between
9 primary and second language literacy. Criteria shall be provided for the
10 selection and modification of literacy strategies that support English learners'
11 comprehension and production of English text. Specific reading and writing
12 strategies exemplifying these criteria shall be modeled with explanations as to
13 how they assist English learners in reading and learning from English text, and
14 in writing in English for a variety of audiences and purposes. Participants shall
15 demonstrate the ability to select, modify, and use a variety of literacy strategies
16 that scaffold an English learner's ability to use oral discussion, reading, and
17 writing for learning from a variety of written materials.
18
- 19 (b) Staff development programs shall provide a repertoire of content area learning
20 strategies to help English learners comprehend and learn from a variety of
21 written materials, including textbooks, encyclopedias, newspapers, tradebooks,
22 comic books and other materials. Teachers shall learn a repertoire of writing
23 strategies to enable students to write for a variety of audiences and purposes,
24 including personal and academic purposes. Such strategies shall include:
25
- 26 (1) pre-reading, during-reading, and post-reading strategies (e.g., into,
27 through, and beyond for literature study);
28
 - 29 (2) previewing headings and subheadings, using graphic organizers,
30 anticipation guides, field trips, journals, paired reading, literature
31 response journals, directed listening-reading-thinking activities, oral
32 presentations, and group presentations;
33
 - 34 (3) Cognitive Academic Language Learning Approach strategies (CALLA);
35
 - 36 (4) interactive journals and learning logs;
37
 - 38 (5) process strategies for pre-writing, drafting, revising, editing and
39 publishing (e.g., oral discussion, mapping, clustering, drawing, response
40 groups, author's circle, author's chair);
41
 - 42 (6) strategies to assist students with writing in various domains or genres for
43 different audiences and purposes (e.g., contrastive rhetoric and instruction
44 in text structure, voice, and word choice related to particular domains,
45 genres, audiences and purposes); and
46
 - 47 (7) study skills.
48

49 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
50 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
51

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4 **Guideline 8: Assessment of Content Learning** (Section 80682.4)
5

- 6 (a) Staff development programs shall provide a variety of ongoing monitoring and
7 assessment strategies that allow students to demonstrate knowledge in a variety
8 of verbal and nonverbal ways, and that promote student growth, reflection, and
9 self-assessment. Participants shall be able to describe, use and appropriately
10 select from a variety of assessment strategies that permit English learners to
11 demonstrate their learning through their modalities of strength.
12
- 13 (b) Staff development programs shall emphasize that assessing LEP students'
14 content learning through English, their developing language, may
15 underestimate and/or misrepresent student achievement. Participating
16 teachers shall learn how to use a variety of assessment methods that permit
17 English learners to demonstrate learning through their modalities of strength,
18 whether oral, written, visual, kinesthetic, or auditory, including, where
19 feasible, opportunities to demonstrate learning through their primary
20 language.
21
- 22 (c) Participating teachers shall demonstrate a clear understanding of English
23 language developmental patterns to understand perceived errors that are
24 representative of second language development. Participants shall be prepared
25 to look beyond surface errors toward understanding the message or intent of a
26 student's oral or written English. Methods to assess content learning shall
27 include:
28
- 29 (1) performance-based assessment methods;
 - 30 (2) portfolio assessment;
 - 31 (3) teacher observation and evaluation of academic performance;
 - 32 (4) learner self-assessment; and
 - 33 (5) standardized tests with modifications to accommodate English learners,
34 such as additional time to complete the test and instructions provided in the
35 students' primary language.
36

37 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
38 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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42 **Guideline Subcategory 1-C: Additional Content Guidelines for**
43 **Staff Development in English Language Development (80683)**
44

45 The content of Staff Development Programs in English Language Development (ELD),
46 and in SDAIE and ELD Combined, shall be consistent with the provisions of Sections
47 80683.1 through 80683.4, inclusive.
48

49 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
50 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
51

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4 **Guideline 9: Sociolinguistic Concepts and Terminology for**
5 **Understanding English Language Development** (Section 80683.1)
6

7 (a) Staff development programs shall provide basic sociolinguistic concepts and
8 terminology that are necessary to observe, understand, describe and interpret
9 the English language proficiency, development, and performance of English
10 learners. Participants shall be able to recognize and describe aspects of English
11 language development and use that characterize beginning, intermediate, and
12 advanced English learners.
13

14 (b) Teachers shall examine oral and written language characteristics of students at
15 different English proficiency levels, shall gain understanding of the social and
16 psychological complexities of language structure and use, shall become attuned
17 to developmental grammatical forms and communication strategies, and shall
18 demonstrate understanding of oral and written language development. By
19 examining ways that language experts have analyzed and described language
20 structure and use, teachers shall develop an understanding of perceived English
21 grammatical errors as representative of second language development, and they
22 shall appreciate the extent to which English learners are able to use the English
23 abilities they do have to achieve communicative goals and purposes in varied
24 social contexts (e.g., playground, classroom, and home). Teachers shall
25 demonstrate understanding of the following:
26

- 27 (1) communicative competence as including both grammatical competence and
28 the ability to follow social rules of language use (e.g., rules governing
29 politeness, turn-taking, gaining access to a conversation, ending a
30 dialogue, using silence communicatively);
- 31 (2) language structure (i.e., phonology, morphology, syntax);
- 32 (3) word meaning (i.e., semantics);
- 33 (4) language functions (e.g., instrumental, regulatory, imaginative, personal,
34 heuristic);
- 35 (5) discourse strategies for oral and written language; and
- 36 (6) interlanguage, including sources of English learner errors, transfer from
37 primary language, and typical monolingual English developmental errors
38 (e.g., ambiguous and idiosyncratic errors).
39

40 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
41 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
42
43
44

45 **Guideline 10: Methods for**
46 **Second Language Teaching** (Section 80683.2)
47

48 (a) Staff development programs shall model a variety of second language teaching
49 methods and approaches, and shall compare and contrast them. Participants
50 shall demonstrate the ability to select and use appropriate second language
51 teaching methods according to the particular English language development
52 needs of students.
53

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4 (b) Participating teachers shall demonstrate knowledge of a variety of second
5 language teaching methods and approaches to select from, such as:

- 6
7 (1) total physical response;
8 (2) natural approach;
9 (3) communicative approach; and
10 (4) content-based ESL.

11
12 (c) Teachers shall be acquainted with the theoretical perspectives underlying
13 different methods. Staff development programs shall compare and contrast
14 different methods, and shall delineate the strengths, weaknesses and
15 appropriateness of each method for alternative types of programs and for
16 students with varying ages and English language proficiency levels.

17
18 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
19 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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22

23 **Guideline 11: Literacy for**
24 **English Language Development** (Section 80683.3)
25

26 (a) Staff development programs shall briefly describe basic research findings on
27 the reading and writing development of English learners, including:

- 28
29 (1) relationships between primary and second language literacy development;
30 (2) the impact of language proficiency on reading and writing performance;
31 and
32 (3) the role of meaningful, purposeful reading and writing in promoting
33 second language acquisition.
34

35 (b) Participants shall be able to select a variety of strategies that meet the specific,
36 individual literacy development needs of English learners and that expand their
37 ability to use reading and writing for a variety of purposes.
38

39 (c) Program participants shall demonstrate an understanding that reading and
40 writing are essential aspects of overall language proficiency. Various methods
41 and strategies shall be demonstrated that assist English learners in reading and
42 writing for a variety of purposes (e.g., recreation, learning, personal
43 communication), including scaffolding strategies for beginning, intermediate,
44 and advanced readers and writers, such as:

- 45
46 (1) dialogue journals;
47 (2) shared reading with big and little books;
48 (3) language experience approach;
49 (4) guided reading with strategy lessons for using graphophonic, syntactic,
50 semantic, and discourse cues for efficient reading;
51 (5) shared writing; and
52 (6) process writing (pre-writing, drafting, revising, editing, publishing).
53

1
2 (d) As reading and writing development strategies are presented, special needs of
3 English learners shall be addressed (e.g., treatment of language development
4 errors in student writing, and making read-aloud stories comprehensible to
5 English learners).
6

7 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
8 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
9

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11
12 **Guideline 12: Assessment of**
13 **English Language Development** (Section 80683.4)
14

15 (a) Staff development programs shall demonstrate formal and informal methods of
16 assessing English language development in the four language areas (i.e.,
17 listening, speaking, reading and writing), and shall emphasize the importance
18 of utilizing a variety of assessment tools in a variety of language-use contexts
19 (e.g., during groupwork, in a testing situation). Participants shall be able to
20 briefly describe and explain a variety of language assessment methods,
21 including state-approved standardized language proficiency tests. In addition,
22 participants shall be able to informally observe students' language use and
23 describe the oral language development characteristics of each student.
24

25 (b) Participating teachers shall understand and use formal and informal oral and
26 written language assessment methods for programmatic purposes (e.g., program
27 placement, redesignation), and for instructional purposes (e.g., documenting
28 student growth, challenging students appropriately to higher achievement).
29 Assessment shall include the use of measures to assess listening, speaking,
30 reading, and writing, such as:
31

32 (1) state-approved standardized language proficiency tests (e.g., LAS, BINL,
33 Idea Oral Language Proficiency Test, BSM);
34

35 (2) informal, observational measures (e.g., SOLOM);
36

37 (3) portfolios and performance based measures, which may include:
38

39 (A) examples of students' drafts and published writing;

40 (B) lists of tradebooks, stories, novels read;

41 (C) teacher's anecdotal observations of listening, speaking, reading and
42 writing behaviors and achievements;

43 (D) student self-evaluations;

44 (E) student inventory of topic interests for reading and writing; and

45 (F) student and or teacher goals for language development (both oral and
46 written).
47

48 (c) Participating teachers shall learn the uses of assessment for promoting student
49 self-reflection, identifying future instructional goals, and documenting student
50 growth in oral and written language in terms that make sense to parents,
51 teachers, administrators, and the students themselves.
52

53 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
54 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

1 **Guideline Category 2: Guidelines for the Quality of**
2 **Staff Development Programs (Section 80685)**

3
4 Staff Development Programs in Specially Designed Academic Instruction Delivered in
5 English (SDAIE), in English Language Development (ELD), and in SDAIE and ELD
6 Combined shall be consistent with the provisions of Sections 80686 through 80690.1,
7 inclusive.

8
9 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
10 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
11

12
13 **Guideline Subcategory 2-A: Guidelines for the Qualifications of**
14 **Staff Developers and Trainers of Staff Developers (80686)**

15
16 The qualifications of staff developers shall be consistent with Section 80686.1. The
17 qualifications of trainers of staff developers shall be consistent with Section 80686.2.

18
19 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
20 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
21

22
23 **Guideline 13: Professional Qualifications of**
24 **Staff Developers (Section 80686.1)**

25
26 Responsibility for staff development programs shall be assigned to an individual or a
27 team of individuals who have the following qualifications (individually or as a team):
28

- 29 (a) a valid teaching credential with a state-issued authorization to provide ELD and
30 SDAIE;
31
32 (b) at least forty-five hours of additional training in the subject(s) of the staff
33 development program (i.e., ELD and/or SDAIE);
34
35 (c) currency in the theories and methods of teaching language minority students as
36 reflected in professional participation in courses, conferences and/or work-
37 shops during the four years immediately prior to serving as instructor of the
38 program;
39
40 (d) at least three years of documented, successful classroom teaching experience
41 with linguistically and culturally diverse students in ELD and/or SDAIE,
42 including affirmation that the students made progress in the content of
43 instruction;
44
45 (e) at least 45 hours of training and experience in providing staff development;
46
47 (f) training and experience in peer coaching techniques, which may fulfill as
48 much as twenty hours of the requirement of subsection (e) of this section; and
49
50 (g) completion of training for staff developers pursuant to Guideline 14 (Section
51 80686.2) which may fulfill as much as thirty-five hours of the requirement of
52 subsection (e) of this section.
53

54 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
55 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

1 **Guideline 14: Professional Qualifications of**
2 **Trainers of Staff Developers** (Section 80686.2)

3
4 Responsibility for the training of staff developers shall be assigned to an individual
5 or a team of individuals who have the following qualifications (individually or as a
6 team):

- 7
8 (a) training equivalent to nine or more semester units of graduate level study in
9 research, theory, and teaching methods for ELD and SDAIE, or a clearly related
10 field;
11
12 (b) at least forty-five hours of documented, successful experience preparing
13 teachers to use ELD and SDAIE with English learners, including affirmation that
14 the teachers assessed the preparation favorably;
15
16 (c) at least three years of documented, successful teaching experience with English
17 learners at the K-12 level, including affirmation that the students made
18 progress in the content of instruction;
19
20 (d) currency in the field of language minority student education and teacher
21 preparation as demonstrated by professional activities during the four years
22 immediately prior to serving as trainer of staff developers, including but not
23 limited to conference, workshop, course and staff development presentations,
24 and professional publications; and
25
26 (e) at least ten hours of training and experience in peer coaching techniques.

27
28 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
29 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
30
31

32 **Guideline Subcategory 2-B: Planning and Evaluation of Staff**
33 **Development Programs** (Section 80687)

34
35 The planning and evaluation of Staff Development Programs in Specially Designed
36 Academic Instruction Delivered in English (SDAIE), in English Language
37 Development (ELD), and in SDAIE and ELD Combined shall be consistent with the
38 provisions of Sections 80687.1 through 80687.5, inclusive.
39

40 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
41 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
42
43

44 **Guideline 15: Planning and Organization of**
45 **Staff Development Programs** (Section 80687.1)

46
47 Each staff development program shall be implemented according to a thorough,
48 comprehensive and well-organized plan that includes goals, objectives, strategies,
49 activities, materials, assessment plans and program evaluation procedures that are
50 well-defined and coordinated with each other. The goals and objectives shall focus
51 on the classroom skills that define effective teaching in ELD and SDAIE classrooms,
52 and shall be consistent with the content guidelines in Category 1 (Sections 80681
53 through 80683.4, inclusive).
54

55 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
56 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

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4 **Guideline 16: Instructional Focus of**
5 **Staff Development Programs** (Section 80687.2)
6

7 The instructional content of each staff development program shall focus on and
8 demonstrate the use of effective instructional practices for teaching English
9 learners. The implications of theory and research for the selection and use of
10 teaching strategies for English language development and specially designed
11 academic instruction delivered in English shall also be emphasized.
12

13 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
14 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
15
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18 **Guideline 17: Matching Instructional Content with Participants' Prior**
19 **Knowledge and Experience with English Learners** (Section 80687.3)
20

21 Each staff development program shall utilize a procedure for determining
22 participants' prior knowledge and experience in teaching English learners, and
23 shall adjust the relative emphasis and time spent on each guideline in Category 1
24 (Sections 80681 through 80683.4, inclusive) so as to reinforce, build upon and
25 strengthen participants' prior knowledge and teaching competencies without
26 unnecessary repetition. Each program shall provide maximum learning
27 opportunities within the time allotted.
28

29 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
30 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
31
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34 **Guideline 18: Active Modeling of**
35 **Instructional Methods** (Section 80687.4)
36

37 In each staff development program, instructors shall demonstrate and model a
38 variety of interactive, experiential instructional methods and techniques that are
39 (a) appropriate to the content of the program, and (b) consistent with the
40 instructional philosophy, methods, and techniques being presented for use in
41 teaching English learners.
42

43 Each program shall provide optimal opportunities for participants to be actively
44 involved in understanding the content and developing the desired teaching
45 strategies and skills. Participants shall have opportunities to discuss, debate,
46 consider options, and reflect upon information cooperatively in pairs and groups; try
47 out strategies; make and modify materials; and evaluate their own instructional
48 practices with assistance and feedback from staff developers.
49

50 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
51 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
52

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4 **Guideline 19: Assessment of**
5 **Staff Development Programs**

(Section 80687.5)

6
7 Each staff development program shall utilize fair procedures for assessment of the
8 quality and effectiveness of the staff development program. Such assessment shall
9 be completed within the hours provided for the staff development. This assessment
10 of the program shall include participants' feedback on the appropriateness and
11 usefulness of program content, the consistency of the program with the guidelines,
12 the quality of the instruction itself, and the effectiveness of procedures to provide
13 monitoring, feedback, and support.

14
15 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
16 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
17
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19

20 **Guideline Subcategory 2-C: Assessment of Staff Development**
21 **Program Participants**

(Section 80688)

22
23 The assessment of participants in Staff Development Programs in Specially Designed
24 Academic Instruction Delivered in English (SDAIE), in English Language Develop-
25 ment (ELD), and in SDAIE and ELD Combined shall be consistent with the provisions of
26 Sections 80688.1 through 80688.3, inclusive.

27
28 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
29 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
30
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32

33 **Guideline 20: Ongoing, Informal Evaluation of**
34 **Each Participant's Learning**

(Section 80688.1)

35
36 Each staff development program shall utilize one or more ongoing, informal
37 evaluation procedures by which each participant's knowledge and skill development is
38 monitored periodically. Special assistance shall be provided to individuals, where
39 needed, to ensure the successful acquisition of the knowledge and skills offered by the
40 staff development program. The ongoing evaluation focus shall be on each
41 participant's (a) knowledge of professional content presented during the program, and
42 (b) demonstrated ability to successfully implement the strategies and techniques
43 taught during the program. Peer observation and coaching shall be combined with
44 presentational staff development methods (e.g., lecture, modeling, demonstration,
45 discussion) to provide frequent opportunities for participants to practice, develop, and
46 perfect their performance of the teaching strategies that are the focus of the training.
47 Observation, monitoring, and feedback of each participant's efforts shall provide the
48 basis for ongoing informal evaluation as the program proceeds.

49
50 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
51 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
52

1
2 **Guideline 21: Assessment of Participants at**
3 **the Conclusion of the Program** (Section 80688.2)
4

5 Each staff development program shall utilize a valid and reliable procedure by which
6 participants' knowledge and skills are assessed at the conclusion of the staff
7 development program. The assessment procedure shall include the results of
8 ongoing monitoring and feedback pursuant to Section 80688.1, as well as a general
9 evaluation of each participant's learning of the professional development content set
10 forth in the applicable Sections 80680 through 80683.4, inclusive. The assessment
11 procedure shall focus on the most important skills and knowledge presented in the
12 program, and shall be flexible, multimodal, and experiential. Successful completion
13 of the assessment shall be an essential part of completion of the program.
14

15 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
16 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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20 **Guideline 22: Assessment Requirements to**
21 **Meet Federal Guidelines** (Section 80688.3)
22

23 Local education agencies that assign teachers on the basis of certificates of
24 completion earned pursuant to Section 44253.10 of the Education Code shall use valid
25 and reliable means -- including classroom observations -- to ascertain that each
26 individual teacher has the knowledge and competence to provide the ELD and/or
27 SDAIE instruction.
28

29 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
30 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
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34 **Guideline Subcategory 2-D: Administration of Staff Development**
35 **Programs** (Section 80689)
36

37 The administration of Staff Development Programs in Specially Designed Academic
38 Instruction Delivered in English (SDAIE), in English Language Development (ELD),
39 and in SDAIE and ELD Combined shall be consistent with the provisions of Sections
40 80689.1 through 80689.4, inclusive.
41

42 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
43 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
44
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47 **Guideline 23: Allocation of Resources for**
48 **Staff Development Programs** (Section 80689.1)
49

50 Organizations offering staff development programs shall allocate sufficient fiscal
51 and personnel resources to ensure the effective administration and implementation
52 of each staff development program.
53

54 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
55 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

1
2 **Guideline 24: Eligibility of Teachers to Participate in Combined SDAIE**
3 **and ELD Staff Development in 45 Hours** (Section 80689.2)
4

5 (a) To participate in staff development that combines SDAIE training and ELD
6 training in a single program of 45 hours, each teacher must fulfill (1), (2) and
7 (3).

8
9 (1) The teacher has completed nine or more years of full-time or equivalent
10 teaching in the public schools of California.

11
12 (2) The teacher certifies either (A) or (B) or (C):

13
14 (A) that the teacher has passed one or more sections of the following state
15 certification examinations:

16
17 (i) either section of the Language Development Specialist
18 Examination; or

19
20 (ii) either the Culture or the Methodology Component of a Bilingual
21 Certificate of Competence Examination; or

22
23 (iii) any one of Tests 1-5 of the CLAD/BCLAD Examinations;

24
25 (B) that the teacher has completed thirty or more hours of prior training
26 in any aspect of ELD and/or SDAIE;

27
28 (C) that the teacher has two years of full-time or equivalent experience
29 teaching English learners using ELD and/or SDAIE methods.

30
31 (3) The teacher authorizes verification of (2)(A) or (2)(B), or (2)(C) by the
32 school district or county office of education that is to issue the certificate of
33 completion.

34
35 (b) The school district or county office of education that is to issue the certificate of
36 completion may verify the teacher's certification of (2)(A) or (2)(B) or (2)(C)
37 pursuant to subdivision (a) of this section.

38
39 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
40 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
41

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43
44 **Guideline 25: Program Length,**
45 **Participation and Record Keeping** (Section 80689.3)
46

47 Each staff development program that leads to issuance of certificates of completion
48 pursuant to Education Code Section 44253.10 shall consist of forty-five (45) contact
49 hours of instruction by one or more instructors whose qualifications fulfill Section
50 60686.1 (Guideline 13). An instructor shall maintain accurate records of the
51 attendance and participation of each candidate for a certificate of completion.

52
53 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*
54 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*

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4 **Guideline 26: Award of Certificates of Completion (Section 80689.4)**
5

6 In awarding certificates of completion pursuant to Education Code Section 44253.10, a
7 school district or county office of education shall take reasonable efforts to ensure
8 that certificates are awarded to teachers who meet all eligibility requirements and
9 complete programs of staff development that are consistent with Sections 80681.1
10 through 80689.3, inclusive, of this code. The district or county office shall also take
11 reasonable efforts to ensure that each certificate accurately stipulates, on its face,
12 the authorization of the certificate, and that accurate records are maintained of the
13 identity of teachers who have earned and received certificates. A certificate of
14 completion that authorizes instruction in English language development and is
15 issued pursuant to Education Code Section 44253.10 shall define "self-contained
16 classroom" as an instructional unit in which the same teacher is responsible for
17 instructing the same students in three or more subjects of the curriculum.
18

19 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

20 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
21
22
23

24 **Guideline Subcategory 2-E: Eligibility of Organizations to Offer**
25 **Staff Development Programs (Section 80690)**
26

27 The eligibility of organizations to offer Staff Development Programs in Specially
28 Designed Academic Instruction Delivered in English (SDAIE), in English Language
29 Development (ELD), and in SDAIE and ELD Combined shall be governed by the
30 provisions of Section 80690.1.
31

32 *Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.*

33 *Reference Cited: Education Code Sections 44253.2 and 44253.10.*
34
35
36

37 **Guideline 27: Eligibility of Educational and Professional Organizations**
38 **to Offer Staff Development Programs (Section 80690.1)**
39

40 (a) To offer staff development pursuant to Education Code Section 44253.10,
41 organizations must be educational organizations or professional organizations
42 in education. To be eligible, an educational or professional organization must
43 have sufficient resources to complete the staff development program(s) that it
44 offers to teachers. To demonstrate sufficiency of resources, a professional
45 organization that submits a staff development proposal to the Commission
46 pursuant to subsection (b) of this section shall include either (1) or (2) in the
47 proposal.
48

49 (1) A detailed budget for the delivery of each staff development program, and a
50 schedule of programs to be offered by the professional organization.
51

52 (2) Documentary evidence that the professional organization has previously
53 offered and completed at least five extended programs of staff development
54 for teachers.
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(b) To offer a staff development program, a professional organization must submit a staff development proposal to the Commission for its approval.

(1) Within fifteen days of receipt of a staff development proposal, the Executive Director of the Commission shall inform the professional organization of the completeness or incompleteness of the proposal in relation to Guidelines 1 through 27.

(2) Within forty-five days of responding to the proposal pursuant to paragraph (1) of this subsection, the Executive Director shall inform the professional organization that the Commission has or has not approved the proposed program on the basis of Guidelines 1 through 27. The Commission's reasons for each disapproval, if any, shall be provided.

*Note. Authority Cited: Education Code Sections 44225 (a), 44253.9 and 44253.10.
Reference Cited: Education Code Sections 44253.2 and 44253.10.*

Specific Responses to Guidelines

Respondent's Name _____

Indicate Which Guideline Is Being Addressed	Beside Each Guideline Number, Provide Written Comments to the Commission about That Guideline. Be Sure to Type or Print.

Specific Responses to Guidelines

Respondent's Name _____

Please type or print. If you need additional pages, please copy blank pages for yourself before writing your comments. Print your name on each page.

If you use a word processor and a printer, you may create a similar format for submitting your comments to the Commission.

Indicate Which Guideline (by Number) Is Being Addressed	Beside Each Guideline Number, Provide Written Comments to the Commission about That Guideline. Be Sure to Type or Print.

Summary Response to the Proposed Regulation

The proposed regulation consists of 27 guidelines for staff development programs. For each guideline, please check one column below. Comments about specific guidelines should be attached to this summary response page.

Twenty-Seven Guidelines in the Proposed Regulation (Page Location of Each Guideline in the Regulation.)	SUPPORT this Guideline Strongly. Would OPPOSE Any Change in It.	SUPPORT this Guideline. May have Concerns about a Change in It.	INDIFFERENT About this Guideline. Neither Support Nor Oppose It.	OPPOSE this Guideline in Its Present Form. Suggested Changes in It are Attached.	OPPOSE this Guideline Strongly. Urge that It be Deleted Entirely from the Regulation.
Guideline 1 (pp. 1-2)					
Guideline 2 (2-3)					
Guideline 3 (3-4)					
Guideline 4 (4-6)					
Guideline 5 (p. 6)					
Guideline 6 (7)					
Guideline 7 (8)					
Guideline 8 (9)					
Guideline 9 (10)					
Guideline 10 (10-11)					
Guideline 11 (11-12)					
Guideline 12 (12)					
Guideline 13 (13)					
Guideline 14 (14)					
Guideline 15 (14)					
Guideline 16 (15)					
Guideline 17 (15)					
Guideline 18 (15)					
Guideline 19 (16)					
Guideline 20 (16)					
Guideline 21 (17)					
Guideline 22 (17)					
Guideline 23 (17)					
Guideline 24 (18)					
Guideline 25 (18)					
Guideline 26 (19)					
Guideline 27 (19-20)					

California Basic Educational Skills Test™ (CBEST™)

Important Changes in CBEST. As of August 1995, the California Basic Educational Skills Test (CBEST™) will be administered by National Evaluation Systems, Inc. (NES®), of Sacramento, California. Changes to the CBEST examinee registration and test administration procedures will be implemented for the August 19, 1995, test administration. The CBEST 1995–1996 Registration Bulletin, which will be available by late June 1995, will provide comprehensive information and instructions about the test registration and administration processes.

CBEST 1995–1996 Registration Schedule. The CBEST will be administered six times during the 1995–1996 academic year at various test sites throughout the states of California and Oregon. The CBEST Registration Bulletin will contain all necessary registration information and forms for these dates. If you wish to register for any of the test dates listed below, *even if you are retaking the CBEST*, you **must** use the registration form included in the 1995–1996 Registration Bulletin.

CBEST 1995–1996 Registration Schedule			
Test Date (Saturday morning)	Postmark Deadline for Regular Registration	Late Registration Period (requires an additional fee)	Emergency Registration Period (limited to selected test sites; requires an additional fee)
August 19, 1995	July 21, 1995	July 24, 1995–August 8, 1995	August 9, 1995–August 15, 1995
October 21, 1995	September 22, 1995	Sept. 25, 1995–Oct. 10, 1995	Oct. 11, 1995–Oct. 17, 1995
December 9, 1995	November 11, 1995	Nov. 13, 1995–Nov. 28, 1995	Nov. 29, 1995–Dec. 5, 1995
February 10, 1996	January 12, 1996	Jan. 15, 1996–Jan. 30, 1996	Jan. 31, 1996–Feb. 6, 1996
April 20, 1996	March 22, 1996	March 25, 1996–April 9, 1996	April 10, 1996–April 16, 1996
June 15, 1996	May 17, 1996	May 20, 1996–June 4, 1996	June 5, 1996–June 11, 1996

CBEST Test Requirements. If you have questions about CBEST test requirements, you should contact the appropriate office, as follows.

- **For California college or university program admission**, contact the particular department or school of education of the college or university in which you are interested.
- **For California employment**, contact the county department of education or school district.
- **In Oregon**, contact certification advisers in the personnel office of an Oregon public school or Education Service District, or the Dean or Director of Teacher Education at an Oregon college or university having Commission-approved programs, or the Oregon Teacher Standards and Practices Commission.

CBEST 1995–1996 Registration Bulletin. The CBEST 1995–1996 Registration Bulletin will be available by late June. You may obtain a copy of the registration bulletin from testing offices or departments of education at California or Oregon colleges and universities, or from the offices listed below.

CBEST Program
National Evaluation Systems, Inc.
P.O. Box 340880
Sacramento, CA 95834-0880
(916) 928-6150

California Commission on Teacher Credentialing
1812 Ninth Street
Sacramento, CA 95814-7000
(916) 445-7254

OR

**Telecommunications Device for the Deaf
(TDD) telephone number:**
(916) 928-0430

Oregon Teacher Standards and Practices Commission
255 Capitol Street NE, Room 105
Salem, OR 97310-1332
(503) 378-3586