

# **Staff Development for Teachers of English Learners (SB 395)**

## **Program Advisory**



**California Commission on Teacher Credentialing**  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814

June 8, 2001

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# **Staff Development for Teachers of English Learners (SB 395)**

## **Program Advisory**

### **SECTION I. GENERAL INTRODUCTION**

This document contains essential information for individuals and organizations, including professional organizations, local education agencies and institutions of higher education, involved in staff development for experienced teachers seeking an authorization to teach English Learners in the general education classroom. Specifically it addresses the provisions of SB 395 (Chapter 685, Statutes of 1999, Hughes). SB 395 extends the timeframe for staff development programs formerly known as “SB 1969 training” through January 1, 2005, but is not identical to that program. It is important for those who intend to continue offering this staff development program to read the information contained in this advisory carefully, noting the important differences between the new and previous versions of the program.

Of particular importance for current and future program sponsors, all staff development programs authorized under the new legislation must be approved by the California Commission on Teacher Credentialing. Under the previous legislation, only those programs sponsored by professional organizations were required to seek Commission approval. Teachers who successfully complete a staff development program under SB 395 will be issued a state Certificate of Completion, rather than a locally issued certificate as in the past.

Potential sponsors will also note that program guidelines have been revised to incorporate new understandings about the teaching of English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), and to reflect the new state laws on the methods and programs for teaching English learners set out in Education Code Sections 300 - 340 (Prop 227).

### **Organization of This Program Advisory**

**Section I** of this program advisory provides instructions for sponsoring agencies of staff development to follow in applying for program approval. As mentioned above, local education agencies, institutions of higher education and professional organizations are eligible to apply for approval to offer training. Section I also contains general information about preparing a response to the guidelines.

**Section II** of this program advisory contains the nine guidelines that the Commission has developed to guide the design, content, administration, and overall quality of staff development programs as well as accompanying information about each guideline. Guidelines 1 and 2 address curriculum design

and teacher assessment in the program. Guidelines 3 through 6 address the curriculum content. Guidelines 7 through 9 address administrative aspects of a staff development program.

**Section III** of this program advisory contains appendices of important reference documents that sponsoring agencies may find useful, including a copy of Coded Correspondence 00-0028 and the signed SB 395 legislation.

## **Part A – Purpose of the Advisory**

**Purpose.** The purpose of this program advisory is twofold. **First**, the advisory is intended to **provide directions to the field on the content, administration, and expectations of overall quality of staff development programs** for teachers of English learners. **Second**, this advisory **provides specific instructions for applying for approval** from the California Commission on Teacher Credentialing to operate staff development programs that lead to a State-issued Certificate of Completion.

**Audience.** The audience for this program advisory includes staff developers and curriculum and instruction specialists working for school districts, county offices of education and professional organizations; faculty of post-secondary institutions; and K-12 and post-secondary administrators. It is intended that this advisory be used as a companion to Coded Correspondence 00-0028 which provides more information about the provisions of Senate Bill 395 (Chapter 685, Statutes of 1999, Hughes), the authorizing statute for the staff development. Copies of the chaptered version of Senate Bill 395 and the Coded Correspondence 00-0028 are provided in the appendix section of this document.

## **Part B - Legal Background**

**Provisions of Senate Bill 395.** Senate Bill 395 (SB 395) extended from January 1, 2000 to January 1, 2005 the authorization for local education agencies, institutions of higher education and professional organizations to offer staff development programs for teachers of English learners. The purpose of these programs is to address the professional development needs of teachers who have earned a basic multiple or single subjects teaching credential without the added Cross-cultural, Language and Academic Development (CLAD) Emphasis, or equivalent or greater authorization (such as a CLAD or BCLAD Certificate, or BCC or LDS Certificate) and, thus, are not sufficiently prepared to meet the specific needs of English learners in their assigned classrooms.

SB 395 also now requires the California Commission on Teacher Credentialing to (i) approve staff development programs to assure that they are consistent with guidelines developed by the Commission for such programs, and (ii) issue State Certificates of Completion with limited authorizations to teach English learners to teachers who successfully complete and who are recommended by an approved staff development program. These changes were enacted to ensure that staff development programs throughout the State are consistent in content,

administration, and quality, and that Certificates of Completion are portable for teachers. Under prior law, only programs offered by professional organizations required approval by the Commission, and only K-12 employing agencies were authorized to issue Certificates of Completion.

### **Part C - Eligibility and Staff Development Options.**

To be eligible for SB 395 training, a teacher must hold a valid, basic teaching credential and be a permanent employee as of January 1, 1999 of a school district or county office of education, with specified exceptions.

The exceptions are a teacher who was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or a teacher who has been employed in a school district with an average daily attendance of not more than 250 for at least two years.

For teachers who meet either of these two requirements, the law provides for two distinct 45-hour segments of staff development. The content is to consist of: (1) an initial segment of 45 clock hours covering a combination of Specially Designed Academic Instruction in English (SDAIE) methods and English Language Development (ELD) instruction, and (2) a second segment of 45 clock hours of training of either ELD instruction or a combination of SDAIE methods and ELD instruction.

Whether a teacher will complete one segment (45 hours) or two segments (90 hours) depends on the authorization being sought, authorization of his or her basic credential (Multiple Subjects or Single Subject Credential), years of teaching experience, and nature of professional experience. In addition, it is expected that participating teachers will have already obtained preparation and additional staff development in the teaching of reading as set out in the California Reading Initiative to students at their assigned grade level(s) and in the subject areas taught.

SB 395 provides that:

1. A teacher who holds a *Multiple Subjects Credential* or other valid elementary teaching credential and who has nine or more years of teaching experience, and certified experience or training in teaching English learners may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in subjects taught in a self-contained classroom (consistent with the authorization of his or her basic credential) if he or she completes 45 hours of training in a combination of SDAIE methods and ELD instruction.
2. A teacher who holds a *Single Subject Credential* or other valid departmentalized teaching credential may be assigned to teach English learners using SDAIE methods and content-based ELD instruction in any departmentalized teaching assignment that is consistent with the subject and

grade authorization of his or her basic credential if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. Single Subject Credential holders do not need to have a certain number of years of teaching experience or other prior professional experience with English learners to participate in this training.

3. A teacher who holds a *Multiple Subjects Credential* or other elementary teaching credential and has either less than nine years of full-time teaching experience in California public schools or no certified experience or training in teaching English learners may be assigned to teach English learners using SDAIE methods if he or she completes 45 clock hours of staff development in a combination of SDAIE methods and ELD instruction. This same teacher may be assigned to provide ELD instruction to English learners in a self-contained classroom if, within three years after completion of the 45 clock hours of staff development in a combination of SDAIE and ELD described above, he or she completes an *additional* 45 hours of staff development which includes additional training in a combination of SDAIE methods and ELD instruction or training in ELD instruction only.

The table below shows by credential type and experience the training that is required for the SDAIE authorization and the SDAIE & ELD authorization.

**Table 1. SB 395 Training and Authorizations**

<b>Credential Type</b>	<b>Eligibility: Status and Experience</b>	<b>Training Required for SDAIE Authorization &amp; ELD in a Departmentalized Setting</b>	<b>Training Required for SDAIE &amp; ELD in a self-contained Classroom*</b>
<b>Multiple Subjects</b>	Permanent status as of 1/1/99  Nine or more years of teaching experience and certified professional experience with English learners	45 hours of training covering a combination of SDAIE methods and ELD instruction	The training referred to in the previous column also will confer the ELD Self-Contained Classroom authorization for this teacher.
<b>Single Subject</b>	Permanent status as of 1/1/99  No specific experience requirement.	45 hours of training covering a combination of SDAIE methods and ELD instruction	N/A
<b>Multiple Subjects</b>	Permanent status as of 1/1/99  Less than nine years of teaching experience or no certified professional experience with English learners	Initial segment of 45 hours of training in a combination of SDAIE methods and ELD instruction	Prior completion of the same 45 hours of training referred to in the previous column <b>and</b>  45 hours of additional training in a combination of SDAIE methods and ELD instruction, or ELD instruction only

- 1) The first 45 hours of training successfully completed by any eligible holder of a valid elementary or secondary credential will authorize him or her to teach using SDAIE methods and provide content-based ELD instruction in a departmentalized setting consistent with the subject and grade authorized by the holder's basic credential. (Note, this authorization alone will **not** permit the holder of a valid elementary credential to provide ELD instruction within the subjects taught in his or her self-contained classroom.)
- 2) The holder of a valid elementary credential who has nine or more years of experience and other qualifying professional experience will receive in



- addition to the above authorization an additional authorization to provide ELD instruction within the subjects taught in the self-contained classroom.
- 3) This additional authorization will be given to the holder of a valid elementary credential who has less than nine years of teaching experience or no certified professional experience with English learners only after completion of another 45 hours (total of 90 hours) of training.
  - 4) Unlike the CLAD Emphasis or CLAD Certificate, none of the above authorizations permits a teacher, including a teacher with a Single Subject Credential in English, to provide ELD instruction as a separate subject in classrooms designated for English learners.

### **Who Gets What?**

Another way of understanding which teachers may participate in the training program and the authorizations they can earn at the end of each training segment is to examine potential individual cases. The information here is identical to that contained and explained in the table above.

### **Case One**

A teacher who:

- 1) Holds a Multiple Subjects Credential
- 2) Is a permanent employee of a local education agency as of 1.1.99
- 3) Has nine years of teaching experience
- 4) Has certified professional experience with English Learners; and
- 5) Completes 45 hours of approved professional development in a combination of SDAIE methods and content-based ELD

Will receive a Certificate of Completion authorizing:

- Use of SDAIE methods and content-based ELD in a departmentalized setting consistent with the subjects and grades of the basic authorization; and
- Use of SDAIE methods and content-based ELD within the subjects taught in a self-contained classroom

## Case Two

A teacher who:

- 1) Holds a Multiple Subjects Credential
- 2) Is a permanent employee of a local education agency as of 1.1.99
- 3) Has **less than** nine years of teaching experience OR
- 4) Has **no** certified professional experience with English Learners; and
- 5) Completes 45 hours of approved professional development in a combination of SDAIE methods and content-based ELD

Will receive a Certificate of Completion authorizing:

- Use of SDAIE methods and content-based ELD in a departmentalized setting consistent with the subjects and grades of the basic authorization
- Use of SDAIE methods within the subjects taught in a self-contained classroom

## Case Three

A teacher who:

- 1) Holds a Multiple Subjects Credential
- 2) Is a permanent employee of a local education agency as of 1.1.99
- 3) Has **less than** nine years of teaching experience; OR
- 4) Has no certified professional experience with English Learners; AND
- 5) Completes 45 hours of approved professional development in a combination of SDAIE methods and content-based ELD; AND
- 6) Completes an additional 45 hours of approved professional development in a combination of SDAIE methods and content-based ELD or ELD only

Will receive a Certificate of Completion authorizing:

- Use of SDAIE methods and content-based ELD in a departmentalized setting consistent with the subjects and grades of the basic authorization
- Use of SDAIE methods and content-based ELD within the subjects taught in a self-contained classroom

## Case Four

A teacher who:

- 1) Holds a Single Subject Credential
- 2) Is a permanent employee of a local education agency as of 1.1.99

- 3) Completes 45 hours of approved professional development in a combination of SDAIE methods and content-based ELD

Will receive a Certificate of Completion authorizing:

- Use of SDAIE methods and content-based ELD in a departmentalized setting consistent with the subjects and grades of the basic authorization

## **Part D – Review Process**

**Overview.** The Commission will convene a team of educators from K-12 and post-secondary institutions with expertise in English language development instruction, instructional methods for English learners, and literacy instruction to review SB 395 proposals. The review team will review proposals in relation to the guidelines. When it finds that a proposal is consistent with the guidelines, the review team will recommend that the Commission approve it.

Proposals will be reviewed within five weeks of the applicable submittal deadline and responded to with seven weeks of the applicable submittal deadline. These timelines are set out in Section II Instructions for Submissions (p. x).

Under SB 395, a proposal must be recommended for approval by the review panel on initial submission or on a single follow-up resubmission. If the panel is unable to determine whether the program proposal has met one or more guidelines, a report will be sent to the chief executive officer of the sponsoring education agency specifying the areas needing further development and explanation, and a timeline specifying the final date by which the resubmission must be received. The Commission will send this report seven weeks after the applicable submittal deadline. If a second review results in continued concerns about whether the guidelines are addressed, then the Commission cannot, by law, approve the program. When it finds that a proposal is consistent with the guidelines, the review team will recommend the program to the Commission for approval.

**Alignment of Guidelines with Related State Policies.** The guidance contained in this program advisory is aligned and consistent with the State Board of Education's policies in the areas of literacy instruction, English language development instruction, and instructional methods for English learners. It is also informed by the joint reform effort initiated by Senate Bill 2042 (Chapter 548, Statutes of 1998) and Assembly Bill 1059 (Chapter 711, Statutes of 1999) to develop a new set of teacher preparation standards that ensures that all teachers are prepared to teach English learners.

## SECTION II. INSTRUCTIONS FOR SUBMISSIONS

### Part A - How to Respond

To facilitate the proposal review and approval process, the Commission has developed the following instructions for organizations submitting proposals for SB 395 staff development training. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being declared ineligible for review.

**Transmittal Instructions.** Sponsoring agencies are required to submit **six copies** of their proposal(s), **including one unbound copy** (to facilitate the making of additional copies if necessary) to the following address:

California Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, CA 95814

Attention: Margaret Olebe

In addition, **an electronic copy of the proposal** itself (may or may not include appendices) should be sent to the Commission's Lead Reviewer, Elizabeth Jimenez, at: **execjimenez@aol.com**.

There will be three opportunities during 2001 to submit proposals for review and approval. The submittal deadlines are:

**July 13, 2001**  
**September 14, 2001**  
**November 2, 2001**

Documents must be received at the Commission **no later than 5:00 PM of the submission date**. Documents received after this date and time will be reviewed during the subsequent review cycle when possible. **Documents received after 5:00 PM November 2, 2001 will be returned.**

**Transmittal Documents.** *Sponsoring agencies should send The SB 395 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contact and chief executive officer along with their proposal(s).*

In addition, each of the six copies of each proposal should begin with completed copies of the following:

1. SB 395 Sponsoring Organization Transmittal Cover Sheet
2. SB 395 Proposal Description
3. SB 395 Training Time Allocation

Blank copies of these forms are attached at the end of this section. These documents will provide the reviewers with key reference information about the proposal, as explained further below.

**Proposal Organization.** Each proposal must be organized in the following order: Transmittal Documents, including Transmittal Cover Sheet, Proposal Description and Training Time Allocation Sheet; Overview; Table of Contents; Responses to Each Guideline. The responses to each guideline:

- should be separated by tabs or dividers
- have numbered pages
- use headings to help guide the reviewers is encouraged
- provide evidence that supports the response, included after each response or organized into appendices
- Evidence should be cross-referenced in the response and reviewers must tab appendices for easy access.

## **Part B – Preparing a Response**

**Overview.** The main body of each proposal should begin with an overview section that includes:

- a brief description of the sponsoring agency
- a qualitative and quantitative description of the local need for SB 395 training
- a clear description of the training segment(s) to be offered: first 45-hour segment for elementary teachers; first 45-hour segment for secondary teachers; second 45-hour segment for elementary teachers
- a brief description of how each training segment (first 45-hour segment and second 45-hour segment) will address the identified need

See Coded Correspondence 00-0028 for more information about training eligibility.

### **Training Content.**

**First 45-hour segment of training.** The Commission expects that sponsoring agencies will choose to offer different training in the first 45-hour segment of training to meet the distinct needs of elementary and secondary teachers. The SB 395 Program Description form (a transmittal document) asks for information that will capture this information for the Commission and for reviewers.

**For elementary teachers,** it is expected that the first 45-hour training segment will address both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE).

For those with nine years or more of experience and certified experience with English learners, the content of the training should focus on the content and skills most closely associated with assigned grade level(s). For primary teachers, it is expected that training content will have a stronger emphasis on ELD. For upper elementary grades 4, 5, and 6 teachers, training content will be more evenly balanced across both ELD and SDAIE.

For those with less than nine years experience or previous certified experience with English Learners, training content should be balanced between SDAIE and content-based ELD, with an emphasis on the content and skills most appropriate to the assigned grade level(s) of training participants.

Sponsors may vary the emphasis within the 45 hours somewhat to fit local contexts. Training designed for elementary teachers in this segment must meet each of the five curriculum guidelines.

**For secondary teachers**, it is expected that the first 45-hour training segment will address both English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). To meet the needs of these teachers, approximately two thirds of the training time should focus on SDAIE, and one third of the training time should focus on ELD. These ratios are approximate and sponsors may vary the emphasis within the 45 hours somewhat to fit local contexts. Training designed for secondary teachers in this segment must meet each of the five curriculum guidelines.

Program sponsors should describe in the overview how training for elementary and for secondary teachers will be designed and delivered. The content of the training should be tailored to meet the distinct needs of each of these groups of teachers. Program sponsors may elect to send in separate responses for each of these groups of teachers for each of the five curriculum guidelines, or a single response to each of the five guidelines that distinguishes clearly the content intended to be delivered to either elementary or secondary teachers.

**Second 45-hour segment of training.** The Commission anticipates the some sponsoring agencies will choose to offer a second 45-hour segment of training to serve the certification and training needs of multiple subjects teachers with less than nine years of teaching experience or no certified training or experience with English learners. Within this second segment of training, sponsoring agencies may choose to offer training that covers English Language Development only or both English Language Development (ELD) instruction and methods of Specially Designed Academic Instruction Delivered in English (SDAIE). Those intending to offer this training must offer training in either English Language Development or English Language Development and Specially Designed Academic Instruction Delivered in English (SDAIE) **beyond what was offered in the first 45-hour segment**. Guidelines 4, 5 and 6 provide specific information on expected content for each 45-hour segment.

The SB 395 Program Description form (a transmittal document) asks for information that will capture for the Commission and for reviewers what choices the sponsoring agency has made.

Sponsoring agencies that propose to offer the second 45-hour segment of training must **provide a separate response** to the same content guidelines that they responded to in the first segment, with one exception. ELD only proposals will not respond to Guideline 6 relating to SDAIE. In the overview, it is very important that sponsoring agencies briefly and clearly describe how the second segment of training is more advanced in depth and scope than the training provided during the first 45-hour segment. The response itself should clearly address how the advanced concepts and competencies for Guidelines 4, 5, and 6 will be delivered and assessed within the training design.

**Responding to the Guidelines.** Staff development program proposals should provide sufficient information about how the program intends to deliver content consistent with each guideline so that a knowledgeable team of educators can determine whether the program has met each guideline.

*Responses should not merely reiterate the guideline. They should demonstrate how the guideline will be met by describing both the content and processes that will be used to implement the training, and by providing evidence to support the explanation. All responses must be complete in that they must address directly each of the several items (listed by letter or number) for the training option contained in each guideline.*

The goal in writing the response to any curriculum content guideline should be to describe the proposed program clearly enough for an outside reader to understand what a teacher will experience, as he or she progresses through the training program, in terms of depth, breadth, and sequencing of instructional experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the guideline, completeness of the response, and quality of the supporting evidence.

For example, if a guideline has specific requirements about the content of the program, the response should specifically describe the instruction, materials, and assignments, and sequencing thereof, that will be used to convey the content. If a guideline requires that a program teach and/or model strategies or assessments, the response should describe the various strategies or assessments that will be taught and/or modeled. If a guideline requires that a teacher participant demonstrate a particular ability or competence, the response should be specific about how each teacher participant will demonstrate to the program/staff developer that he or she has acquired that ability or competence.

As mentioned above, sponsoring agencies should provide evidence and detail to back-up their narrative responses. Some examples of helpful evidence for review teams include:



- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class participant assignments.
- Specific descriptions of participants' assignments and other formative assessments that demonstrate how participants will reinforce and extend key concepts and/or demonstrate an ability or competence connected to the guidelines.
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from them, and citations for other reading assignments.
- Summative (final) assessments of participant knowledge and competence. The review team will treat these documents confidentially.

To facilitate the review team's understanding of the relative time that the sponsoring agency plans to spend on each of the curriculum content areas, sponsoring agencies are required to submit an estimate of their planned number of hours of instructional time that will be devoted to pursuing the requirements of each of the five curriculum content guidelines. This information is to be submitted on the transmittal document (introduced above under Transmittal Documents) entitled "SB 395 Training Time Allocation." The time estimates should be realistic given the planned responses to the individual guidelines.

**Specific Suggestions for Responses to Program and Administrative Guidelines.**

These suggestions are intended to assist proposal developers. They are best understood after reading the guidelines themselves in Section II. ***Not all guidelines are addressed.***

**Guideline 1.** This is a very important guideline to respond to with care. The response should be comprehensive and coherent and describe an overall program that is: comprehensive, coherent, well planned; relevant to the academic needs of English learners; and addresses each of the guidelines. The response should describe the overall plan and sequence for addressing the purpose of each curriculum content guideline, for monitoring and assessing participant competence both formatively and summatively, with specific focus on describing the planned series of experiences through which teachers will learn about, practice and demonstrate effective teaching in ELD instruction and SDAIE methods in a standards-based system of instruction and assessment.

Appropriate evidence of a procedure for program evaluation (Item C) would be to include a copy of the evaluation instrument.

**Guideline 2.** It is essential that each participant for a certificate of completion be able to demonstrate through multiple measures that he/she is has acquired the knowledge, and skills associated with each curriculum guideline and can apply them in their assigned setting to the satisfaction of the program sponsor. Assessments used to measure participant performance should map onto the content of the training option and the participant competencies associated with the guidelines. An appropriate response to this guideline will include a

description of the formative – ongoing in and out of class assignments and activities – assessments; and summative – final demonstration of competence – assessment that will be used in the training segment. It will include a description of the grading system and when appropriate, scoring scales, to be used. It will describe the range of assessments and provide a timeline indicating when participants will be assessed. The response should describe how the sponsors will assure that participants will be assessed accurately.

Appropriate evidence for this guideline will include copies of formative and summative assessments to be used in the program.

**Guideline 7.** The narrative response to this guideline should include a description of the resources that will be provided by the sponsoring agency to support the staff development program. Evidence of this support is provided on the transmittal form, SB 395 Sponsoring Agency Transmittal Document, in the form of assurances signed by the program contact and the chief executive officer. There also should also be a narrative describing the qualifications of the staff developers and trainers of staff developers to affirm that these qualifications are consistent with the guideline requirements. Vitae should be included as evidence – and the vitae should be consistent with the information in the response.

**Guideline 8.** An appropriate response will include a description of the plan and procedure for determining and documenting a teacher’s eligibility to participate in training. It should identify the person(s) or position(s) responsible for making and documenting eligibility determinations, participation, and completion. Copies of forms used in making and documenting this process would be good evidence to include.

**Guideline 9.** It would be helpful to briefly describe the programs that your school district or county office of education offers to English learners, including general education placements, Structured English Immersion, Bilingual, and other settings – and the characteristics of English learners served in these programs. Then, describe the programs to which SB 395 completers will be assigned, relating those assignments to the information provided in Guideline 8.

## SECTION III. GUIDELINES

**Introduction.** The Commission has developed nine guidelines to guide the content, administration, and overall quality of staff development programs. The content of all staff development programs in a combination of Specially Designed Academic Instruction Delivered in English (SDAIE) methods and English language development (ELD) instruction shall be consistent with Guidelines 1 through 9, inclusive. The content of all staff development programs in ELD instruction only shall be consistent with Guidelines 1 through 5, and 7 through 9 inclusive. In order to be approved, programs must respond and adhere to each applicable guideline.

The first six guidelines delineate the design, curriculum content, candidate assessment and quality of a comprehensive and effective staff development program for English Learners. The remaining three guidelines relate to the administration of a quality staff development program.

For each of the curriculum content and participant assessment guidelines (guidelines 2 through 6), there is an introductory portion which explains the essential purpose of the guideline. Following the introduction is the language of the guideline. Each of the curriculum content guidelines 3 through 6 is divided into two parts; the first part delineates the program content and the second section delineates the areas of competence that participating teachers would be expected to attain during or at completion of the program. These competencies are designated as applicable to either the first or second 45-hour training segments. They are the competencies to be assessed according to the plan for participant assessment described in guideline 2.

**Overarching Purpose of the Guidelines.** The purpose of the participant assessment and curriculum content guidelines is to ensure that participating teachers acquire the knowledge and strategies necessary for teaching English learners to achieve academically on par with native-English-speaking students. They should learn how to teach English learners to acquire and use English, advance in their English literacy skills, and comprehend grade-level or advanced academic content. Program completers should be able to demonstrate these teaching techniques at a level satisfactory to program sponsors. The guidelines also intend to acquaint participating teachers with the role of state-adopted academic content standards for students and standards-based assessment in planning instruction for English learners.

The first purpose of the administrative guidelines is to inform sponsoring agencies about various requirements pertaining to operating an SB 395 staff development program and what the Certificates of Completion do and do not authorize a teacher to do upon successful completion of a program. The second purpose is to elicit a response to these guidelines that gives a review team assurance that the requirements are understood and will be complied with.

# **Guideline 1: Program Design**

## **Introduction**

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

## **Guideline**

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

- A. Introduce participating teachers to the various elements that compose the standards-based system of instruction and assessment in California including the state-adopted student academic contents standards, related frameworks, and English Language Development standards, documents containing these, and related state-adopted instructional materials and assessments.
  1. Programs shall make explicit linkages between the state-adopted English Language Development Standards and the English-Language Arts Content Standards. Programs shall make explicit connections between student proficiency in these standards and students' ability to access and become proficient in the content of the state-adopted student standards in Mathematics, History/Social Science, and Science.
  2. Programs shall include a series of planned experiences in which participating teachers practice and demonstrate effective teaching in ELD instruction and SDAIE methods through the planning and delivery of lessons where the lessons' objectives are based on the assessed needs of students and tied to state-adopted student academic content standards and standards for English language development, and where standards-based instructional materials (state-adopted for K-8) are used in the delivery of the lesson.

- B. Use a process for determining participants' prior knowledge and experience in teaching English learners, and shall adjust the relative emphasis and time spent on Guidelines 3 through 6, inclusive so as to reinforce, build upon and strengthen participants' prior knowledge and teaching competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the time allotted.
- C. Provide for an assessment plan that includes both ongoing, formative assessment of each participant's knowledge and skill development, and a summative evaluation of each participant's knowledge and skills in the content set forth in the applicable Guidelines for the training option. The specific nature and characteristics of the assessment plan are set out in Guideline 2.
- D. Provide for the evaluation of the quality and effectiveness of the staff development program itself. Such assessment shall be completed within the hours provided for the staff development. This evaluation of the program shall include participants' feedback on the appropriateness and usefulness of program content, the consistency of the program with the guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback, and support.
- E. Provide training that consists of one or both of the following segments:
  - 1. a first segment of training consisting of 45 clock and contact hours of instruction in a combination of SDAIE methods and ELD instruction;
  - 2. an optional second segment of training consisting of an additional 45 clock and contact hours of instruction in either a combination of SDAIE methods and ELD instruction or ELD instruction only.

## **Guideline 2: Participant Assessment Plan**

### **Introduction**

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

### **Guideline**

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

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

measures selected should be appropriate to the type of assessment information sought.

- E. Describe how those who will give the assessments and score them will assure that participants are assessed accurately and consistently during the program, and on the final assessment.
- F. Describe the process to be used to determine final candidate competence, including provision of additional opportunities for candidates who are not successful.

## **Guideline 3: Foundational Knowledge**

### **Introduction**

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

### **Guideline**

#### **I. Instructional Content**

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

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



education classroom, structured English immersion, and alternative (bilingual, two-way immersion). Participating teachers shall be introduced to their role in helping English learners access and master the curriculum of the mainstream or regular classroom.

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

learning. Each program shall include an examination of the rationale for including cultural traditions and community values and resources in the instructional program of the classroom to aid student learning.

## **II. Participant Competence**

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

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

### **Introduction**

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

### **I. Instructional Content**

Each staff development program shall:

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

strands in the English-Language Arts Content Standards. These curriculum-based measures may include:

- i. reading fluency and accuracy assessments, including assessments of phonemic awareness/deletion/segmentation, phonics and oral reading
  - ii. assessments of reading comprehension
  - iii. teacher observations of specific listening, speaking, reading and writing behaviors connected to first and second languages (oral and written discourse)
  - iv. assessment and analysis of student writing and oral responses for vocabulary usage and grammatical accuracy
  - v. student and teacher goals for language development (oral, reading and writing).
- c. Curriculum-based measures that assess English learners' proficiency in the other academic content areas
2. Demonstration of assessment methods shall include a variety of ongoing monitoring strategies that allow students to demonstrate understanding and knowledge in a variety of verbal and nonverbal ways while reinforcing modes of communication that will be used on standardized tests with emphasis on the need to:
- a. ask students frequently to communicate their understanding of a concept or assignment, either verbally or in writing, in order to provide immediate evidence of their thinking and level of understanding
  - b. check frequently for understanding in a variety of ways, and analyze "why" when students do not understand
- C. Provide instruction to participating teachers on how to use assessment information to diagnose errors in oral and written English and plan appropriate instruction based on the assessed needs of students, in order to build on what students already know to higher levels of learning vis-a-vis the state-adopted student content Standards. The term "assessed needs of students" would include needs in English literacy, English language proficiency, and proficiency in the primary language, with consideration to the age, grade, and previous literacy and educational experiences.

- D. Each program also should provide instruction on the importance of providing students with specific, constructive feedback regarding the accuracy of their oral and written work and progress toward mastery of conventional English.
- E. Provide opportunities for participating teachers to understand the appropriate use of the state-adopted English Language Development Standards in differentiating curriculum to meet English learners' needs, assessing students' English language development and providing transition to full participation in grade-level curriculum guided by the state-adopted academic content standards for students in K-12 public schools in English-Language Arts, Mathematics, History/Social Science, and Science.

## **II. Participant Competence**

Participating teachers shall demonstrate:

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

## **Guideline 5: English Language Development Instruction**

### **Introduction**

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

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

### **Guideline**

#### **I. Instructional Content**

- A. Each staff development program shall teach participants how to implement a program of English language development instruction (materials, methods, and strategies) that is responsive to students' assessed levels of English proficiency at their grade level, leads to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers, and logically progresses and transitions to the grade-level, comprehensive reading/language arts program. Further, each staff development program shall:
1. Emphasize the need for planned and purposeful, daily English language development instruction during specific times, based on students' proficiency levels, with consideration of English language forms, fluency, functions, and vocabulary development, and on providing ample opportunities for student practice.
  2. Provide instruction on and opportunities for participating teachers to examine and know the listening and speaking, reading, and written language characteristics of students at different English proficiency levels, stages of English fluency, and grade level spans in the English Language Development Standards and understand operationally the linkages of the different levels of proficiency to the English-Language Arts Content Standards and attainment in other academic content areas at each grade level.

3. Present and model the use of standards-based instructional tools and materials that are appropriate for English learners, assist teachers in the teaching and analysis of students' English language development, and specifically address instruction in areas related to grade-level English-language arts standards.
4. Model a variety of second language teaching methods and lesson delivery approaches that are appropriate for students with varying ages and English language proficiency levels, such as, direct instruction, grammar-based, communicative-based approaches, and total physical response.
5. Include specific instruction and modeling of methods and strategies for:
  - a. Development of receptive and productive language skills, academic language, comprehension, and knowledge in the subjects of the core curriculum.
  - b. Providing English learners with the significant support they need in order to be successful in the language arts, including:
    - i. pre-teaching of essential elements of lesson vocabulary and language structure
    - ii. additional assistance after the lesson
    - iii. planned instruction in oral and written academic language
    - iv. direct instruction in English phonology, morphology, syntax, and semantics
  - c. Transfer reading skills from primary to second language
  - d. Focusing on language during instruction and engaging students in classroom discussions of subject matter in increasingly sophisticated and mature forms of academic language.
  - e. Incorporating content instruction into English language development instruction in order for English learners to develop the English language knowledge and skills necessary for full participation and mastery of the core academic curriculum.
6. Provide opportunities for participating teachers to practice effective use of materials, methods, and strategies for English language development and incorporating content instruction into English language development instruction.

- B. Each staff development program shall teach participants how to implement an instructional program that advances English learners' ability to produce oral and written English, and read with fluency and comprehension in the grade-level academic curriculum. Specifically, each staff development program shall:
1. Describe the importance to English learners of a comprehensive program of reading, writing, and related language arts instruction, and use of the English-Language Development Standards, Reading/Language Arts Framework, and English-Language Arts Content Standards in guiding the content, delivery and evaluation of that instruction.
  2. Model, and provide participants with opportunities to plan and carry out reading, writing, and oral language lessons whose objectives are tied to the state-adopted student standards, that use standards-based instructional materials (for subjects and grades where they are adopted), and use methods and strategies that develop literacy skills in the following areas:
    - a. Oral language, including methods and strategies for comprehending, organizing and delivering oral communication, and stressing the interrelationship among listening, speaking, reading, and writing in developing overall language proficiency.

**The following instructional content is for the second 45-hour training segment.**

- b. Fluency, specifically, the explicit, systematic teaching of skills that promote fluent reading and writing, including skill development in the following:
  - i. phonemic awareness, concepts about print, letter recognition
  - ii. decoding and word identification skills through explicit, systematic instruction covering the phonological and morphological structure of the English language
  - iii. spelling
  - iv. reading fluency
  - v. process writing (pre-writing, drafting, revising, editing, and publishing)
  - vi. identification and correction of common, logical language development errors in student writing
- c. Comprehension, including methods, instruction and strategies that scaffold the learning of beginning, intermediate, and advanced readers and promote efficient



and effective gains in reading comprehension through explicit and organized instruction that occurs before, during, and after student reading, and makes input comprehensible, such as:

- i. analysis of text structure, both narrative and expository
  - ii. thinking and study skills such as inference, summarization, predicting, questioning, clarifying, synthesizing, analyzing, and evaluating
  - iii. development of vocabulary, concepts, academic language, and background knowledge through the use of items such as graphic organizers and thinking maps
- d. Independent reading and writing, including methods and strategies that address the motivational aspects of reading and writing to learn and of learning to read and write, and the importance of extensive practice in writing and reading appropriately-leveled, decodable, connected, high-interest, multicultural text.

## **II. Participant Competence**

- A. Participating teachers shall demonstrate the ability to plan appropriate lessons, select and use appropriate and efficient second language teaching methods, strategies, and state-adopted, standards-based materials (in the grades they are adopted) based on the assessed English language development needs of students.
- B. Participating teachers shall demonstrate the ability to plan appropriate lessons and select and modify strategies that advance English learners' abilities to produce oral and written English language, and read with fluency and comprehension in relation to the state adopted English Language Development Standards and related areas in the English Language Arts.
- C. Participating teachers shall demonstrate understanding of the following content in order to incorporate it in their teaching of English learners:
  1. Knowledge of English language structure and application to teaching English learners
    - a. phonetics
    - b. phonology
    - c. morphology
    - d. orthography
    - e. semantics
    - f. syntax and text structure

2. Practical skills of second language instruction and literacy
  - a. Foundational knowledge related to language acquisition and other second language factors
  - b. Processes of first and second language acquisition
  - c. Understanding and comparison of spelling/orthographic systems in students' primary languages and English
  - d. Understanding and comparison of rhetorical forms in other languages and cultures
  - e. Socio-linguistics and language behaviors across cultures
  - f. Pragmatics/language functions, specifically academic language
  - g. Inter-language, including sources of English learner errors, transfer from primary language, and typical monolingual English developmental errors (e.g., ambiguous and idiosyncratic errors).

**The following participant competencies are for the second 45-hour segment.**

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

## **Guideline 6: SDAIE Methods**

### **Introduction**

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

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

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

### **Guideline**

Each staff development program shall:

- A. Include a series of well-planned opportunities for participating teachers to understand and practice appropriate use of planned, systematic instructional practices that make grade-appropriate or advanced academic curriculum content comprehensible to English learners and promote English language development.
- B. Provide participants with an understanding of how pedagogical theory, principles and practices that promote proficiency in the core academic subjects relate to classroom organization and instruction in methods of SDAIE.
- C. Provide guidance to participating teachers on when and how to enlist help from specialists and paraprofessionals.
- D. Teach about, model and demonstrate instructional strategies that assist students to know and comprehend academic content, and develop procedural understandings (e.g. the scientific method, the process of writing) in the content area of instruction including:
  1. scaffolding strategies that move students from dependence to independence such as pre-reading, during-reading, and post-reading strategies, including previewing headings and

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

- L. Organizing instruction around integrated themes that also incorporate cultural traditions and community values
- M. Model specific reading and writing strategies and explain how each assists English learners in reading, comprehending and learning from English text, and in writing in English for a variety of audiences and purposes. These strategies include content area reading strategies and writing strategies to help English learners comprehend and learn from a variety of written materials, both informational and fiction, and enable students to write for a variety of audiences and purposes.

## **II. Participant Competence**

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

## **Guideline 7: Capacity to Offer a Staff Development Program**

### **Introduction**

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

### **Guideline**

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

- A. Provide sufficient resources to complete the staff development program(s) that it offers to teachers
- B. Assign responsibility for instruction in the staff development programs to an individual or a team of individuals who have the following qualifications (individually or as a team):
  - 1. A valid California teaching credential with a state-issued authorization to provide ELD and SDAIE instruction
  - 2. At least forty-five hours of additional training in the subject(s) of the staff development program (i.e., SDAIE and/or ELD)
  - 3. Currency in the theories and methods of teaching of English Learners and in the use of the 1999 State English Language Development Standards as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as instructor of the program
  - 4. At least three years of documented, successful classroom teaching experience with linguistically and culturally diverse students in SDAIE and/or ELD, including evidence that the students made progress in the content of instruction
  - 5. Currency in the theories and methods of teaching reading and writing as reflected in professional participation in focused courses or training sessions that are consistent with the comprehensive approach defined in the California Reading Initiative and embodied in the 1999 State Reading/Language Arts Framework and student content Standards

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

Reading/Language Arts Framework and state adopted academic content standards for K-12 students in English Language Arts, with emphasis on the needs of English learners. This can be demonstrated by professional activities during the four years immediately prior to serving as trainer of staff developers, including but not limited to conference, workshop, course and staff development presentations, and professional publications, and

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



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

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

### **Introduction**

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

- (1) the teacher has passed one of the following state certification examinations:
    - i. either section of the Language Development Specialist Examination or
    - ii. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination or
    - iii. any one of Tests 1-5 of the CLAD/BCLAD Examinations
  - (2) the teacher has completed thirty or more hours of prior training in any aspect of ELD and/or SDAIE
  - (3) the teacher has two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods
4. An eligible teacher who successfully completes the training in item 2 of paragraph A of this guideline, holds a Multiple Subject Credential or other elementary teaching credential, and does not meet the criteria in item 3 of paragraph A of this guideline may be eligible to receive the additional, limited authorization on his or her SB 395 Certificate of Completion to provide ELD instruction in a self-contained classroom if, within three years of successfully completing the training in item 2 of paragraph A of this guideline he or she successfully completes an additional 45 clock and contact hours of training that has been approved by the Commission as providing advanced instruction either in ELD instruction or a combination of SDAIE methods and ELD instruction.
- B. Each sponsoring agency shall maintain accurate records of attendance, completion, and type of training received by each participant recommended to the Commission for a Certificate of Completion.
- C. Each sponsoring agency shall ensure that it makes a recommendation to the Commission for a Certificate of Completion only for those teachers who have met the eligibility requirements to participate in the staff development training and who have successfully completed an approved program of staff development that adheres to content, competencies, and other requirements set forth in guidelines 1 through 6.

## **Guideline 9: Authorization of Certificates of Completion**

### **Introduction**

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

### **Guideline**

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

does not provide a viable teaching authorization because he or she is not authorized by the basic credential to teach in a departmentalized setting.

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

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

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

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

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

# APPENDIX

**COMMISSION ON TEACHER CREDENTIALING**

1900 Capitol Avenue  
Sacramento, California 95814-4213  
Certification, Assignment and Waivers Division  
(916) 445-7254 Web Site: <http://www.ctc.ca.gov>  
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OFFICE OF THE EXECUTIVE DIRECTOR  
(916) 445-0184

00-0028

DATE: September 27, 2000

TO: All Individuals and Groups Interested in the Activities of the California Commission on Teacher Credentialing

FROM: Sam W. Swofford, Ed.D.  
Executive Director

SUBJECT: Applying for the SB395 Certificate of Completion of Staff Development

Senate Bill 395, which became effective on January 1, 2000, amended Education Code §44253.10 pertaining to the "SB1969" Certificate program. This correspondence discusses the following:

- the authorization of the new "SB395" Certificate,
- the application process for the "SB395" Certificate based on completion of the Commission-approved program sponsored by California Teachers Association (CTA),
- the general requirements for the "SB395" Certificate based on completion of future Commission-approved programs,
- the effective date for any "SB395" Certificates issued by the Commission, and
- information, briefly comparing the "SB1969" and "SB1969" Certificates.

"SB395" Certificate Authorization

The "SB395" Certificate authorization is based on the option used to satisfy the certificate requirements. The options are either the initial 45-hour staff development program, or the initial 45-hour staff development program plus the subsequent 45-hour program, or the initial 45-hour staff development program plus nine years of appropriate experience. With this in mind, the "SB395" Certificate authorizes the holders to provide the following services to limited-English-proficient pupils:

1. Individuals who have completed the initial 45-hour staff development program only, will be authorized to provide both of the following:
  - a. specially designed academic instruction in English (SDAIE) to students in the subject and grade authorized by the holder's basic teaching credential. This is comparable to the SDAIE authorization allowed under the CLAD authorization.

- b. instruction for English language development (ELD) to students in a departmentalized class in the subject and grade authorized by the holder's basic teaching credential. This authorization was added by SB395 and is more restrictive than the similar CLAD authorization because individuals are only allowed to incorporate ELD methodology when instructing in the authorization of their basic credential. This instruction is designed for limited-English-proficient pupils to develop their listening, speaking, reading, and writing skills in English. An example would be the holder of a Single Subject Teaching Credential in Social Science initiating more group discussion using ELD methodology when teaching a World Civilization class.

If the individual holds a credential that authorizes teaching English, they are authorized to provide instruction for ELD within the subject matter content of the specific grade level of English but are not authorized to teach an ELD class. In other words, based on the Commission assignment monitoring structure, it will be inappropriate for an individual who holds just a credential that authorizes teaching English and either the "SB1969" Certificate or "SB395" Certificate, to teach a designated ELD class. For this position, the individual would need to either hold the LDS, CLAD, BCC, or BCLAD Certificate or Emphasis or the Specialist Instruction Credential in Bilingual Crosscultural Education or satisfy a California State Department of Education employment option. For questions regarding compliance with the Department of Education or Office of Civil Rights criteria, please contact them.

2. Individuals who have completed the initial 45-hour program and subsequent 45-hour program will be authorized to provide all of the following:
  - a. the same service as number one above, and
  - b. instruction for English language development to students in a self-contained classroom. In order to teach under this specific authorization, the holder must be instructing in a self-contained classroom, as defined in Title 5 §80689.4(b): the same students in three or more subjects of the curriculum.
3. Individuals who have completed the initial 45-hour program and satisfied the nine-year experience option will be authorized to provide the same service as number two above.

Education Code §44253.10(d)(2) has expanded the "SB1969" Certificate to include the authorization to provide instruction for ELD to students in a departmentalized class in the subject and grade authorized by the holder's basic teaching credential.

#### Applying for the "SB395" Certificate Based on CTA's Approved Program

Section 44253.10 allowed organizations to seek Commission approval to offer the "SB1969" Certificate program. Any organization that did obtain this approval may continue to offer the staff development program and apply that program to the "SB395" Certificate. Only one agency, the California Teachers Association (CTA), was approved. Individuals who complete or have completed CTA's approved staff development program, hold a valid California basic teaching credential and satisfied the additional requirements may apply for the "SB395" Certificate beginning **October 2, 2000**. They must submit the following, either directly to the Commission or through an employing school district or county office of education. Individuals who obtained the "SB1969" Certificate based on CTA's approved program may also apply for the "SB395" Certificate. Individuals meeting the requirements need to submit the following:



1. a completed Application for Credential Authorizing Public School Service (form 41-4),
2. a fee of forty-five (\$45) dollars,
3. permanent employment status self-verified on the enclosed “Self-Verification of Employment Status and Experience for a Certificate of Completion of Staff Development” (form CL-823VPS rev. 5/00), and
4. if appropriate to the individual, 9 years of teaching experience prior to participating in “SB395” training self-verified on the enclosed “Self-Verification of Employment Status and Experience for a Certificate of Completion of Staff Development” (form CL-823VPS rev. 5/00). If an individual was admitted into the “SB395” training before completing this option yet meets all other requirements, they will receive a certificate that authorizes providing SDAIE and instruction for ELD in a departmentalized class in the subject and grade authorized by the holder’s basic teaching credential.

Additional descriptive information regarding “permanent employment status” and the “nine year experience option” is included in the following section along with the definition of basic teaching credential. The Commission maintains the right to authenticate any information self-verified on “Self-Verification of Employment Status and Experience for a Certificate of Completion of Staff Development” (form CL-823VPS rev. 5/00).

#### Defining “SB395” Certificate Requirements

The following is a detailed list of all requirements that individuals must satisfy before obtaining the “SB395” Certificate.

1. The applicant must hold a valid basic teaching credential defined in Education Code §44203(e) as either of the following:
  - a. A credential that authorizes teaching and requires a bachelor’s degree and a teacher education program including student teaching, or
  - b. A clear or professional clear full-time designated subjects teaching credential if the holder also possesses a bachelor’s degree and has passed the (CBEST).

The “SB395” Certificate will remain valid as long as the basic teaching credential is valid and, similar to the CLAD Certificate, does not need to be renewed. Verification of the basic teaching credential does not need to be included with the application for the “SB395” Certificate because the Commission already has this information.

2. By January 1, 1999, the teacher’s employment status is any one of the following:
  - a. a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction,
  - b. was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or
  - c. has been employed in a school district with an average daily attendance of not more than 250 for at least two years.

Senate Bill 395 amended §44253.10(a)(1), extending the permanent employee clause from January 1, 1995, to January 1, 1999, for both the “SB1969” and “SB395” Certificate programs. “Permanent employee” is defined in Article 2.7, commencing with §44929.20, of the Education Code.

3. Completion of either the initial 45-hour staff development program, the subsequent 45-hour staff development program, or both, appropriate to the authorization sought. In the future, for other than CTA programs, this will be verified by the authorized individual from the recommending district, county, or institution of higher education on “Recommendation for a Certificate of Completion of Staff Development” (form 41-395). This form will be distributed once it is approved by the Office of Administrative Law. Because CTA has submitted a verified listing of all of those who have completed their program, these individuals do not need to submit this recommendation form when applying.
4. Individuals seeking all available certificate authorizations based on the nine year option must also complete both a and b, below.
  - a. Nine years of full-time or equivalent teaching in the public schools of California completed prior to participating in the “SB395” training. Full-time is considered a minimum of four hours a day on a daily basis unless the minimum statutory attendance requirement for the students served is less.
  - b. One of the following is also required. The option must also be satisfied prior to participating in the “SB395” training. If using one of the examination options, the passing date of the examination may be older than the normal 5/7/9 year validity requirement.
    - (1) passage of one section of the Language Development Specialist Examination;
    - (2) passage of either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination;
    - (3) passage of one of Tests 1-5 of the CLAD/BCLAD Examinations;
    - (4) completion of two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE method. This must meet the definition of fulltime in 4a above and may be part of the total nine year period; or
    - (5) completion of thirty or more hours of prior training in any aspect of ELD and/or SDAIE. This may be either staff development or coursework taken at an institution of higher education. If taken at an institution of higher education, it may be coursework applicable towards a bachelor’s or higher degree or professional development courses.

#### Effective Date for the “SB395” Certificates

Because SB 395 became effective on January 1, 2000, any “SB395” Certificate based on a CTA program completed prior to that date will have an issuance date of January 1, 2000. Any “SB395” Certificate based on an approved-program completed on or after January 1, 2000, will be issued effective the date the individual completed all requirements for the “SB395” approved-program regardless of the application date.

#### Information on the “SB1969” Certificate and “SB395” Certificate

Senate Bill 395 (Hughes), Chaptered October 10, 1999 (Chapter 685), which became effective on January 1, 2000, amended Education Code §44253.10 that pertains to the “SB1969” Certificate of Completion of Staff Development. The “SB1969” Certificate allows holders to teach English language learners in specific situations and is based on a staff development program developed by a California school district, county office of education, institution of higher education or Commission-approved agency in compliance with the guidelines established by the Commission. School districts and county offices of education may issue the “SB1969” Certificate to individuals who completed this program in addition to other statutory

requirements. Education Code §44253.10 allows districts, counties, and institutions of higher education to continue to offer “SB1969” Certificate staff development programs until January 1, 2002 and continue those programs for any individuals enrolled in the programs by that date. Districts and counties may continue to issue the “SB1969” Certificate based on these programs until January 1, 2003, and the Commission will continue to register them as noted in Code-Correspondence 97-9712.

The January 1, 2000 amendments to §44253.10 created an “SB395” Certificate of Completion of Staff Development. Under this new structure, the Commission is required to review the “SB1969” Certificate guidelines and align them to the requirements for the Crosscultural, Language and Academic Development (CLAD) Certificate. The Commission has completed this task, and the information detailing the required competencies and procedure for submitting programs for the Commission’s “SB395” approval will be distributed before the end of October. The program may be based either on staff development or on coursework taken through an institution of higher education. As with the SB1969 structure, there will be the option of two 45-hour staff development programs for those individuals who do not satisfy the nine-year option previously discussed. The initial SB395 45-hour program must be completed prior to January 1, 2005, and the subsequent 45-hour program must be completed within three years of completion of the initial program. As described above, the Commission, rather than the districts and counties, will grant the “SB395” Certificate to qualified individuals.

#### Questions

If you have questions concerning this, please contact the Commission's Information Services Office between 8am and 5pm Monday through Friday at (916) 445-7254 or (888) 921-2682 if you are calling from outside of the (916) area code. You may also e-mail us at <credentials@ctc.ca.gov>.

**Self-Verification of Employment Status and Experience  
 for a Certificate of Completion of Staff Development**

TO BE COMPLETED BY THE APPLICANT:

Name 

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First Middle Last

Social Security Number 

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(FOR FILE IDENTIFICATION PURPOSES ONLY)

**VERIFICATION OF PERMANENT STATUS** (Must be completed by all applicants)

To qualify for the Commission-issued Certification of Completion of Staff Development to teach Specially Designed Academic Instruction in English (SDAIE) and/or English Language Development to limited-English proficient students, you must verify that you have met the employment status criteria specified in Education Code Section 44253.10(a)(1), which states: "The teacher, as of January 1, 1999, is a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction, or were previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or have been employed in a school district with an average daily attendance of not more than 250 for at least two years." Please see the Education Code definitions of "permanent status" on the reverse.

*With my signature I verify, under penalty of perjury and subject to audit by the Commission, that I meet the employment status criteria specified in Education Code Section 44253.10(a)(1).*

Signature \_\_\_\_\_ Date \_\_\_\_\_

**VERIFICATION OF EXPERIENCE** (For applicants for the "ELD" self-contained classroom authorization)

To qualify for the authorization to provide English language development (ELD) to students in a self-contained classroom based on the initial 45 clock hour program of staff development, you must verify that you completed nine years of fulltime or equivalent experience in California public schools, and experience or training in teaching limited-English proficient students as described in Title 5 Section 80689.2(a)(2), all prior to participating in the "SB395" training. Please provide the following:

Name & County of Employer	Beginning Date of Service	Ending Date of Service	Total Years

Please check the box or boxes that apply:

- I have passed one or more sections of the following state certification examinations:
  - one section of the Language Development Specialist Examination
  - one the Culture or the Methodology Component of a Bilingual Certificate of Competence Exam
  - one of Tests 1-5 of the CLAD/BCLAD Examinations;
- I have completed thirty or more hours of prior training (i.e., coursework or staff development) in any aspect of ELD and/or SDAIE.
- I have completed two years of full-time or equivalent experience teaching English learners using ELD and/or SDAIE methods.

*With my signature I verify, under penalty of perjury and subject to audit by the Commission, that the foregoing verification of experience is true and correct.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

## Definitions of "Permanent Status" from the Education Code

### Section 44929.21:

(a) Every employee of a school district of any type or class having an average daily attendance of 250 or more who, after having been employed by the district for three complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the succeeding school year be classified as and become a permanent employee of the district. This subdivision shall apply only to probationary employees whose probationary period commenced prior to the 1983-84 fiscal year.

(b) Every employee of a school district of any type or class having an average daily attendance of 250 or more who, after having been employed by the district for two complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications shall, at the commencement of the succeeding school year be classified as and become a permanent employee of the district.

The governing board shall notify the employee, on or before March 15 of the employee's second complete consecutive school year of employment by the district in a position or positions requiring certification qualifications, of the decision to reelect or not reelect the employee for the next succeeding school year to the position. In the event that the governing board does not give notice pursuant to this section on or before March 15, the employee shall be deemed reelected for the next succeeding school year.

This subdivision shall apply only to probationary employees whose probationary period commenced during the 1983-84 fiscal year or any fiscal year thereafter.

### Section 44929.22.

At the discretion of the governing board of a district with 60,000 average daily attendance or more every employee of the district who, after having been employed by the district for two consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications may, at the commencement of the succeeding school year, be classified as and become a permanent employee of the district. If the board is the governing board of more than one district, it may exercise the discretionary power given it by this section in each district under its jurisdiction, whether or not each of the districts has 60,000 average daily attendance. This section shall apply only to probationary employees whose probationary period commenced prior to the 1983-84 fiscal year.

### Section 44929.23.

(a) The governing board of a school district of any type or class having an average daily attendance of less than 250 pupils may classify as a permanent employee of the district any employee, who, after having been employed by the school district for three complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications. If that classification is not made, the employee shall not attain permanent status and may be reelected from year to year thereafter without becoming a permanent employee until a change in classification is made.

(b) Notwithstanding subdivision (a), Section 44929.21 shall apply to certificated employees employed by a school district, if the governing board elects to dismiss probationary employees pursuant to Section 44948.2. If that election is made by the governing board of the school district thereafter shall classify as a permanent employee of the district any probationary employee, who, after being employed for two complete consecutive school years in a position or positions requiring certification qualifications, is reelected for the next succeeding school year to a position requiring certification qualifications as required by Section 44929.21. Any probationary employee who has been employed by the district for two or more consecutive years on the date of that election in a position or positions requiring certification qualifications shall be classified as a permanent employee of the district.

(c) If the classification is not made pursuant to subdivision (a) or (b) the employee shall not attain permanent status and may be reelected from year to year thereafter without becoming a permanent employee until the classification is made.

### Title 5 Section 80689.2

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

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

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

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

1. either section of the Language Development Specialist Examination; or
2. either the Culture or the Methodology Component of a Bilingual Certificate of Competence Examination; or
3. any one of Tests 1-5 of the CLAD/BCLAD Examinations;

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

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

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

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

CL-823VPS (rev. 5/00)

**BILL NUMBER: SB 395**  
**CHAPTER 685**

An act to amend Section 44253.10 of the Education Code,  
relating to teacher credentialing.

**LEGISLATIVE COUNSEL'S DIGEST**

SB 395, Hughes. Teacher credentialing.

Existing law permits a teacher with a basic teaching credential to be assigned to provide specially designed content instruction delivered in English, as defined, to limited-English-proficient pupils only if certain conditions are met, including that the teacher be, as of January 1, 1995, a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction and that the teacher complete 45 clock hours of staff development in methods of specially designed content instruction delivered in English before January 1, 2000.

This bill would extend the January 1, 1995, date by which a teacher would be required to be a permanent employee to January 1, 1999, and would extend the January 1, 2000, deadline for the completion of the required staff development to January 1, 2005.

Existing law permits a teacher who is awarded a certificate of completion of staff development in methods of specially designed content instruction delivered in English to be assigned to provide instruction for English language development, as defined, in a self-contained classroom only if the teacher has certain experience or additional staff development.

This bill would authorize a teacher who completes staff development in methods of specially designed content instruction delivered in English to provide that instruction and instruction for English language development in any departmentalized teaching assignment consistent with the authorization of the teacher's basic credential. The bill would require a teacher who completes that staff development to receive a certificate of completion from the commission upon submitting an application, a staff development verification form and payment of a fee.

Existing law requires the Commission on Teacher Credentialing, in consultation with the Superintendent of Public Instruction, to establish guidelines for the provision of staff development that allows a teacher with a basic teaching credential to be assigned to provide to limited-English-proficient pupils specially designed content instruction delivered in English and instruction in English language development.

This bill would require those guidelines to be aligned to the teacher preparation leading to the issuance of a certificate commonly known as the CLAD and would prohibit this alignment from resulting in any increase in the number of hours of required staff development.

The bill would require the Commission on Teacher Credentialing to review staff development programs in relation to the guidelines and standards and to report to the Legislature on the status of the staff development programs and certification process.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT  
AS FOLLOWS:

SECTION 1. Section 44253.10 of the Education Code is amended to read:

44253.10. (a) A teacher with a basic teaching credential may be assigned to provide specially designed content instruction delivered in English, as defined in subdivision (b) of Section 44253.2, to limited-English-proficient pupils only if the following conditions are met:

(1) The teacher, as of January 1, 1999, is a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction, or was previously a permanent employee and then was employed in any California public school district within 39 months of the previous permanent status, or has been employed in a school district with an average daily attendance of not more than 250 for at least two years.

(2) The teacher completes 45 clock hours of staff development in methods of specially designed content instruction delivered in English prior to January 1, 2005. The extension of the date by which a teacher is required to complete this staff development may not be construed as authorizing teachers to teach limited-English-proficient pupils without a certificate issued pursuant to this section or Sections 44253.3 and 44253.4.

(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.

(1) 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.

(2) The guidelines for training to meet the requirements of paragraph (1) of subdivision (d) may provide for 20 hours, or fewer hours as the commission may specify, of training in any aspect of English language development or specially designed content instruction delivered in English.

(3) The guidelines shall require that the staff development offered pursuant to this section be aligned to the teacher preparation leading to the issuance of a certificate pursuant to Section 44253.3 and any amendments made to that section. This alignment, however, may not result in any increase in the number of hours of staff development necessary to meet the requirements of this section.

(4) The guidelines and standards established by the commission to implement this section shall require and maintain compliance with any requirements mandated by federal law for purposes of assuring continued federal financial assistance.

(5) The commission shall review staff development programs in relation to the guidelines and standards established pursuant to this section. The review shall include all programs offered pursuant to this section except programs previously approved pursuant to subdivision (c). If the commission finds that a program meets the applicable guidelines and standards, the commission shall forward a report of its findings to the chief executive officer of the sponsoring school district, county office of education, or regionally accredited college or university. If the commission finds that a program does not meet the applicable guidelines or standards, or both, the report of the commission shall specify the areas of noncompliance and the time period in which a second review shall occur. If a second review of a program by the commission reveals a pattern of continued noncompliance with the applicable guidelines or standards, or both, the sponsoring agency shall not offer the program to teachers who have not already enrolled in it. The effective date for California Commission on Teacher Credentialing approval of staff development programs not currently approved as of January 1, 2000, shall be on or before January 1, 2002, except for persons already enrolled in programs by January 1, 2002.

(6) By December 31, 2000, the commission shall report to the Legislature on the status of the 45-hour and the 90-hour alternative programs, including the strengths and weaknesses of the process and programs. In preparing the report, the commission shall include a summary of its review pursuant to paragraph (5) of the staff development programs.

(c) The staff development may be sponsored by any school district, county office of education, or regionally accredited college or university that meets the standards included in the guidelines established pursuant to this subdivision or any organization that meets those standards and is approved by



the commission. Any equivalent three semester unit or four quarter unit class may be taken by the teacher at a regionally accredited college or university to satisfy the staff development requirement described in either subdivision (a) or (d), or both. Once the commission has made a determination that a college or university class is equivalent, no further review of the class shall be required pursuant to paragraph (5) of subdivision (b), regardless of the date of the initial review.

(d) (1) A teacher who completes the staff development described in subdivision (a) shall be awarded a certificate of completion of staff development in methods of specially designed content instruction delivered in English .

(2) A teacher who completes the staff development described in subdivision (a) may provide specially designed content instruction delivered in English, as defined in subdivision (b) of Section 44253.2, and English language development, as defined in subdivision (a) of Section 44253.2, in any departmentalized teaching assignment consistent with the authorization of the teacher's basic credential. This authorization also applies to teachers who completed the required staff development before the effective date of the amendments made to this section by the act adding this authorization.

(3) A teacher who completes the staff development described in subdivision (a) may not be assigned to provide content instruction in the pupil's primary language, as defined in subdivision (c) of Section 44253.2.

(4) A teacher who completes the staff development described in subdivision (a) may be assigned to provide instruction for English language development, as defined in subdivision (a) of Section 44253.2, in a self-contained classroom under either of the following circumstances:

(A) The teacher has taught for at least nine years in California public schools, certifies that he or she has had experience or training in teaching limited-English-proficient pupils, and authorizes verification by the entity that issues the certificate of completion. The teacher shall be awarded a certificate of completion in methods of instruction for English language development in a self-contained classroom.

(B) The teacher has taught for less than nine years in California public schools, or has taught for at least nine years in California public schools but is unable to certify that he or she has had experience or training in teaching limited-English-proficient pupils, but has, within three years of completing the staff development described in subdivision (a), completed an additional 45 hours of staff development, including specially designed content instruction delivered in English and English language development training, as set forth in the guidelines developed pursuant to subdivision (b).

Upon completion of this additional staff development, the teacher shall be awarded a certificate of completion in methods of instruction for English language development in a self-contained classroom.

(e) During the period in which a teacher is pursuing the training specified in paragraph (2) of subdivision (a) or subdivision (d), or both, including the period for the assessment and awarding of the certificate, the teacher may be provisionally assigned to provide instruction for English language development, as defined in subdivision (a) of Section 44253.2, or to provide specially designed content instruction delivered in English, as defined in subdivision (b) of Section 44253.2.

(f) (1) A teacher who completes the staff development with any provider specified in subdivision (c), and who meets the requirements of subdivision (a) or (d) for a certificate of completion of staff development in methods of specially designed content instruction delivered in English or English language development in a self-contained classroom, or both, shall be issued the certificate or certificates.

(2) A teacher who completes a staff development program in method of specially designed content instruction delivered in English or English language development in a self-contained classroom, or both, who has been determined by the commission to meet the applicable guidelines and standards, pursuant to paragraph (5) of subdivision (b), shall receive a certificate or certificates of completion from the commission upon submitting an application, a staff development verification form to be furnished by the commission, and payment of a fee to be set by the commission, not to exceed forty-five dollars (\$45).

(3) A person who is enrolled in, or who has completed a staff development program not approved by the commission prior to January 1, 2002, may, until the date of January 1, 2003, apply to any of the following agencies for the certificate or certificates, but the teacher shall be issued the certificate or certificates by only one of these agencies:

(A) The school district in which the teacher is a permanent employee.

(B) The county office of education in the county in which the teacher is an employee for an agency specified in paragraph (1) of subdivision (a).

(C) Any school district or county office of education that provides staff development pursuant to subdivision (c). Before issuing a certificate or certificates based on an equivalent class or classes, as provided for in subdivision (c), the issuing agency shall determine if the class or classes meet the guidelines established pursuant to subdivision (b).

(4) Any school district or county office of education that issues a certificate of completion shall forward a copy of the certificate to the Commission on Teacher Credentialing within 90 days of issuing the certificate.

(5) An agency that issues a certificate or certificates of completion may charge the teacher requesting the certificate or

certificates of completion a fee that will cover the actual costs of the agency in issuing, forwarding a copy to the commission, and paying any fee charged by the commission for receiving and servicing, the certificate or certificates of completion.

The commission may charge the agency that forwards a copy of a certificate or certificates of completion a one-time fee to cover the actual costs to the commission to file the copy or copies, and to issue duplicates when requested by the teacher. The fee shall not exceed an amount equal to one-half the fee the commission charges for issuing a credential.

(g) The certificate of completion is valid in all California public schools. A teacher who has been issued a certificate of completion may be assigned indefinitely to provide the instructional services named on the certificate in any school district, county office of education, or school administered under the authority of the Superintendent of Public Instruction.

(h) Teacher assignments made in accordance with subdivision (a) of this section shall be included in the reports required by subdivisions (a) and (e) of Section 44258.9.

(i) The governing board of each school district shall make reasonable efforts to provide limited-English-proficient pupils in need of English language development instruction with teachers who hold appropriate credentials, language development specialist certificates, or crosscultural language and academic development certificates that authorize English language development instruction.

However, any teacher awarded a certificate or certificates of completion shall be deemed certificated and competent to provide the services listed on that certificate of completion. A teacher who completes staff development pursuant to this section may use those hours of staff development to meet the requirements of subdivision (b) of Section 44277.

(j) Any teacher completing staff development pursuant to this section shall be credited with three semester units or four quarter units for each block of 45 hours of staff development completed for the purpose of meeting the requirements set forth in subdivision (b) of Section 44253.3.

(k) Any school district may use funds allocated to it for the purposes of Chapter 3.1 (commencing with Section 44670) to provide staff development pursuant to this section.