# SB 1292 Guidelines Alignment Matrix

Guidelines for Certificate of Completion of Staff Development

45-hour program (CTEL Coursework equivalency)

Guideline 3: Foundational Knowledge

* 1. Instructional Content
  2. Participant Competence

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

1. Instructional Content
2. Participant Competence

Guideline 5: SDAIE Methods

1. Instructional Content
2. Participant Competence

## Guideline 3: Foundational Knowledge I. Instructional Content

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

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Definition, rationale, and purpose of instruction in ELD and SDAIE and how they interrelate and work together to provide maximum and continuing language development and content learning opportunities for English Learners. |  |
| **A.1.** ELD shall be defined as systematic instruction of  English (Listening, Speaking, Reading and Writing) targeted to the English proficiency level of students whose primary language is other than English for the purpose of promoting the acquisition and learning of English and, thereby, enabling students to achieve proficiency on the English- Language Arts and other state-adopted Content Standards The foundational knowledge of ELD shall include the definition, rationale and purpose of instruction. |  |
| **A.2.** SDAIE shall be defined as a set of instructional strategies appropriate to the language proficiency level that provide access to content standards at the same academic level as provided to their Fluent-English Proficient (FEP) and English Only (EO) peers. It is instruction designed to make course-appropriate and rigorous curriculum content comprehensible to English Learners. |  |
| 1. Relevant state and federal laws pertaining to the education of English Learners, how the laws impact student placement in instructional programs and what the program options are, including English in the general education classroom, Structured English Immersion (SEI), and alternative programs (bilingual, two-way immersion). Participating teachers shall be introduced to their role in helping English Learners access and learn the curriculum. |  |
| 1. Description of current research findings and practices on the reading, writing and oral language development of English Learners:    1. How primary and secondary languages are acquired and learned    2. How first language literacy connects and transfers to second language development    3. Relationship between oral language development, and reading and writing development    4. The implications of language proficiency levels on reading and writing performance    5. The process by which students learn to read with fluency and comprehension    6. The role of purposeful reading and writing in promoting second language acquisition    7. The importance of focusing on the development of course-appropriate vocabulary and process language    8. Different genres of speaking, reading and writing that students must acquire in order to succeed in all classrooms and industry. |  |
| 1. Cognitive, pedagogical and individual factors that affect English Learners and how the interaction of these various factors may add strength or pose challenges to their academic performance, English language acquisition and school adjustment, such as:    1. Individual differences in language ability    2. Interactions between the English learner's two languages during acquisition and use    3. Background factors, including prior educational and literacy experiences and socioeconomic factors. |  |
| 1. Provide opportunities for participating teachers to:    1. Examine their stated beliefs, attitudes and expectations about diverse students and their families, schools and communities    2. Recognize and minimize bias in the classroom    3. Practice and utilize appropriate strategies that foster high achievement among students in all contexts, and create equitable classroom communities    4. Ensure the physical, social, emotional and intellectual safety of all English Learners and their classmates. |  |
| 1. Historical and cultural traditions of the major cultural and ethnic groups in California society and how family, school and work cultures interact and affect learning. Each program shall provide a rationale for including cultural traditions, community values, and resources in the instructional program of the classroom to support student learning. |  |

## Guideline 3: Foundational Knowledge II. Participant Competence

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Participating teachers will be able to explain the definition, rationale and purposes of ELD and SDAIE and how they interrelate and support maximum language development and content learning opportunities for English Learners. |  |
| 1. Each participating teacher will demonstrate their understanding of significant student background factors that create the need for the use of SDAIE to skillfully help English Learners access and master content standards. Each participant shall demonstrate an understanding of his or her role in providing appropriate instruction to students. |  |
| 1. Participating teachers will demonstrate an understanding of crosscultural factors that affect student learning and use of related, appropriate practices that foster high achievement among all students. |  |

## Guideline 4: Planning and Delivering Appropriate Instruction Based on Assessment Data I. Instructional Content

Each staff development program shall:

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Emphasize that assessment aligned to major learning objectives forms the foundation for evaluation, planning and delivery of high-quality instruction. In doing so, each program shall emphasize:    1. Links between informal assessment and formal evaluation, and ongoing instruction that is planned and revised based on evaluation results. |  |
| * 1. The importance of using a variety of formal and informal assessments at strategic points before, during and after standards-based instruction to ensure mastery of content. |  |
| 1. Explain the purpose of the California English Language Development Test (CELDT). Define the proficiency levels (beginning, early intermediate, intermediate, early advanced, and advanced) and the four domains of language (listening, speaking, reading and writing). |  |
| 1. Teach that quality assessment methods include a variety of ongoing monitoring strategies that allow students to demonstrate understanding and knowledge in a variety of verbal and nonverbal ways. Assessments should reinforce modes of communication that will be used on standardized tests, including state and industry licensure. |  |
| 1. Teach participants strategies on how to provide specific, constructive feedback regarding students’ oral and written work. |  |

## Guideline 4: Planning and Delivering Appropriate Instruction Based on Assessment Data II. Participant Competence

Participating teachers shall demonstrate:

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Knowledge of the ongoing cycle of assessment, evaluation and instruction as it relates to English Learners. |  |
| 1. Ability to plan and modify instruction based on both formal and informal assessed needs of students. |  |
| 1. Knowledge of the purposes, content and uses of California's English Language Development Standards and the CELDT. |  |

## Guideline 5: SDAIE Methods I. Instructional Content

Each staff development program shall:

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Include a series of opportunities for participating teachers to understand and practice appropriate use of planned, systematic instructional practices that make content comprehensible to English Learners and promote English language development. |  |
| 1. Provide participating teachers with an understanding of how pedagogical theory, principles and practices that promote proficiency in the content are influenced by classroom organization and instruction in methods of SDAIE. |  |
| 1. Provide guidance to participating teachers on when and how to use primary language support, |  |
| 1. Provide guidance to participating teachers on how and when to enlist help from specialists and paraprofessionals. |  |
| 1. Teach, model and demonstrate instructional strategies that help participating teachers use the following:    1. Scaffolding strategies that move students from dependence to independence in their learning    2. Diagnostic teaching strategies that combine pre-teaching, teaching and re-teaching; focus on key skills and understanding; and practice    3. Strategies to help students develop vocabulary, understand new concepts and use reference materials    4. Instructional strategies that help students master technical vocabulary needed to comprehend content and procedures in order to participate successfully and safely in career technology settings    5. Strategies to help students advocate for themselves in the learning process by teaching students’ ways to ask for clarification    6. A variety of verbal and nonverbal means to monitor students’ comprehension. |  |
| 1. Teach participants to evaluate and build on each student’s prior knowledge in relation to the instructional standards, including primary language literacy and previous educational experiences. |  |
| 1. Teach participants to differentiate instruction by varying:    1. Pace of instruction, to provide the same rigorous content but over an extended period, allowing for additional reinforcement of the more difficult concepts    2. The complexity of instruction, in order to focus on the key standards, concepts, and skills    3. Instructional activities that enhance student engagement. |  |
| 1. Teach participants the use of student groupings – homogeneous, heterogeneous, flexible, cooperative – in a planned way as an aid to instruction to meet identified, instructional objectives and student needs. |  |
| 1. Teach participants to provide appropriate verbal and nonverbal supports in their instruction. |  |
| 1. Teach participants how to increase student interaction 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). |  |
| K. Model and explain specific reading and writing strategies that assist English Learners in reading, comprehending and learning from content area materials, and in writing in English for a variety of audiences and purposes. |  |
| 1. Provide opportunities for participating teachers to learn and practice effective use of instructional materials (e. g., supplemental materials, visual aids, technology and realia) based on student language levels and instructional language demand. |  |
| M. Teach participants lesson design that incorporates language domains (listening, speaking, reading and writing), language proficiency levels and the content standards. |  |

## Guideline 5: SDAIE Methods II. Participant Competence

| **Guideline Components** | **CTEL Course Number and Title** |
| --- | --- |
| 1. Participating teachers shall demonstrate an understanding of how to develop, implement and assess a program of planned, systematic instruction for English Learners in the content of their teaching assignment with the use of SDAIE strategies and appropriate classroom organization, including working with paraprofessionals and others for language support. |  |
| 1. Participating teachers shall demonstrate the ability to understand, select, modify and use appropriate instructional strategies in the content area(s) of their teaching assignment to scaffold English Learners ability to comprehend content. These include strategies modeled and taught during the program such as:    1. Scaffolding    2. Diagnostic teaching    3. Study strategies    4. Differentiating instruction    5. Use of flexible groupings    6. Specifically, tailored use of verbal and non-verbal supports    7. Providing a variety of learning opportunities for students to interact with language and to process content    8. Using a variety of means to check for student comprehension and mastery of concepts being taught. |  |
| 1. Participating teachers shall demonstrate the ability to understand, select, modify and use a variety of literacy and instructional strategies that scaffold English Learners ability to use oral discussion, reading and writing for learning from a variety of materials. |  |
| 1. Participating teachers will demonstrate their ability to design and implement lessons that incorporate the four domains of language (listening, speaking, reading and writing), student language proficiency levels and content standards. |  |