



English Learner Authorization Program Standards (SB 1292)

Commission on Teacher Credentialing

**Standards Adopted
*July 2008***

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**Guidelines of Quality and Effectiveness for English Learner Authorization
Programs for Career/Technical Education Teachers
(SB 1292)**

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Section I

General Introduction

Introduction

Since the passage of Senate Bill 1969 (Chap. 1178, Stats. 1994) added Ed Code section 44253.10, California teachers have had staff development program options for earning an English learner authorization issued by the Commission on Teacher Credentialing. However, the statute restricted access to these options to holders of specific credentials. Commission policy SB 1969 did not authorize holders of services credentials, such as the Clinical Rehabilitative Services, and the Health Services: School Nurse Credentials with a Special Class Authorizations, to earn the locally-authorized English learner certificate. Similarly, the legislation constrained credential holders who did not have bachelor's degrees or who had not passed the basic skills examination (CBEST) from participating in the certificate trainings. However, full-time vocational or special subject designated subjects teaching credential holders with both a bachelor's degree and passage of the basic skills requirement were allowed to earn the English learner staff development certificate.

To provide guidance for staff development program providers, the Commission adopted regulations (Title 5 California Code of Regulations section 80681-80669) that identified a set of twenty-six (26) guidelines for the providers, content, and quality of SB 1969 staff development programs. These guidelines allowed staff development programs to be sponsored by the following entities: school districts, county offices of education, colleges, universities and professional organizations.

In 1999, Senate Bill 395 (Chap. 685, Stats. 1999) amended the provisions of SB 1969. This legislation extended the timeline in which education agencies and professional organizations could provide staff development to January 1, 2006. SB 395 also required the Commission to approve and oversee all staff development programs and to issue the Certificates of Completion of Staff Development. Previously, the certificate was issued by the sponsoring agency and was only valid in the district where the certificate was earned. As part of the implementation of SB 395, the Commission updated the staff development guidelines approved pursuant to SB 1969 to ensure that the guidelines reflected current practice and were in compliance with federal law. SB 395 did not modify the eligibility requirements for teachers to participate in the staff development training. In 2004, Assembly Bill 2913 (Chapter 169, Statutes of 2004) again extended the timelines in SB 395. January 1, 2008 was the sunset date of the provisions of section 44253.10 of the Education Code.

Provisions of SB 1292

SB 1292 (Chap. 752, Stats. 2006) amended Ed. Code Section 44225.6 and 44253.11 to address the need to provide staff development opportunities to credential holders who were required to hold an appropriate English learner authorization, but who had not been previously eligible to participate in the staff development programs to earn a Certificate of Completion of Staff Development.

SB 1292 adds teachers with designated subjects teaching credentials (vocational or special subjects) and teachers with service credentials with a special class authorization to the list of

those who are eligible to complete the teaching English learners staff development and earn a Certificate of Completion of Staff Development. The bill requires these credential holders to complete a staff development program in Specially Designed Academic Instruction in English (SDAIE) of not less than 45 hours. It does not allow the holders to earn the authorization for teaching English language development.

The statute removed three requirements that had previously barred holders of certain authorizations from utilizing the staff development program option: completion of a bachelor's degree, passage of the basic skills requirements, and that the employee be 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. In addition, there is no sunset date for holders of designated subjects and services credentials with special class authorizations to earn the Certificate of Completion of Staff Development. The requirement to hold an appropriate prerequisite credential remains.

The Commission, in consultation with the Superintendent of Public Instruction (SPI), was required pursuant to SB 1292 to establish guidelines for the staff development that are at least as rigorous as the guidelines established under SB 395 (Ed. Code Section 44253.10) for SDAIE for multiple subject, single subject, and education specialist credential holders. SB 1292 allows the Commission to review and approve new programs to offer the staff development under the revised guidelines. Teachers completing these approved programs would be awarded a Certificate of Completion of Staff Development in SDAIE and would be authorized to teach English learners.

Implementation of SB 1292

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

The SB 1292 Design Team

The Commission approved convening a design team of individuals with knowledge and expertise specific to designated subjects to review the guidelines established pursuant to SB 395 for staff development programs and to modify them, as appropriate, for career/technical education instructional settings pursuant to SB 1292. In January of 2007, Commission staff solicited the field for applications. Staff recommended design team members to the Executive Director. As with all Commission work groups, staff worked to ensure a diverse representation of experts in the field, in this case with expertise in teaching English learners and career technical education. A work group of nine members was selected. In addition, the following stakeholder groups were invited to identify designees to assist the work group with its assignment: California Teachers Association (CTA), California Federation of Teachers (CFT), California County Superintendents Educational Services Association (CCSESA), State Superintendent of Public Instruction (SPI), California School Boards Association (CSBA), and Association of California Site Administrators (ACSA).

The Commission on Teacher Credentialing (CTC) is indebted to all of the education professionals who served on the 1292 panel for the successful creation of Guidelines for Programs Leading to a Certificate of Completion of Staff Development for Career/Technical Education Teachers. CTC believes strongly that the guidelines in this handbook will improve the teaching and learning of English Learners in California's public schools.

This Handbook presents the guidelines for program development and approval. The Commission will accept program submissions on a continual basis beginning February 2008.

Requests for Assistance

For assistance in preparing a Certificate of Completion of Staff Development Program for Career/Technical Education Teachers, please contact Jo Birdsell at jbirdsell@ctc.ca.gov

Section II

Guidelines of Quality and Effectiveness for Programs Leading to a Certificate of Completion of Staff Development for Career/Technical Education Teachers

Definitions of Key Terms

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers.

Guidelines

Guidelines are statements of program quality that must be fulfilled for initial or continued approval of educator preparation by the Commission. In each guideline, the Commission has described an acceptable level of quality in a significant aspect of educator preparation and authorization.

The Commission determines whether a program satisfies a guideline on the basis of an intensive review of all available information related to the guideline. Staff with expertise in this area of educator preparation will review proposals.

The guidelines are written in three parts. The first is the Introduction which gives the overview and goal of the guidelines. The second part is the guidelines themselves. The guidelines include several statements that must be addressed for the standard to be met. Some of the guidelines have two parts: Instructional Content and Participant Competence. In writing to these guidelines, it is important to distinguish between the instruction the program provides and what the participant can demonstrate as a result of the instruction.

Evidence that would help readers understand the instructional component of the guideline might include lecture topics, specific readings, or class activities noted in the course syllabi.

Evidence that would help readers understand the participant competence component of the guideline might include assignments noted in the course syllabi. It is important to be specific about the assignments. In addition to providing directions that candidates would receive about the assignment, programs should also include the criteria by which participant work will be evaluated, such as a rubric. This is important because it helps readers know the level of understanding and application candidates are required to demonstrate in order to be recommended for the certificate.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy. Institutions are required to submit information related to the Preconditions to the Commission at three points in the accreditation system: 1) during year one of the accreditation cycle, 2) during year four of the accreditation cycle and 2) upon submitting a new program proposal.

There are essentially two kinds of preconditions. The first are the Commission's ten General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions apply to particular kinds of credential preparation programs. There are four Program Specific Preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Click to the following link to locate the preconditions. <http://www.ctc.ca.gov/educator-prep/standards/Standards-Preconditions.pdf>.

*The required Preconditions for the **English Learner Authorization Program** are: General Preconditions 1-10, and Program Specific Preconditions 1-4.*

Common Standards

The Common Standards address issues of institutional infrastructure, stability, and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be submitted to the CTC for each approved institution/program sponsor regardless of how many approved programs are offered. Click on the following link to locate the Common Standards

<http://www.ctc.ca.gov/educator-prep/STDS-common.html>.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs. Click on the following link to locate the Common Standards Addendum <http://www.ctc.ca.gov/educator-prep/program-standards.html>.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Guideline 1: Program Design

Introduction

The purpose of this guideline is to ensure that participating teachers receive staff development training that has been designed to be comprehensive, coherent and well-planned, thereby preparing teachers to provide effective Specially Designed Academic Instruction Delivered in English (SDAIE) within a standards-based system. This guideline is also intended to ensure program quality by requiring appropriate evaluation of participating teachers' attained competence and of the quality of the program instruction itself.

Guideline

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

- A. Introduce participating teachers to the various elements that compose the standards-based system of instruction and assessment in California including the state-adopted content standards, related frameworks (Career Technical Education, English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts), the English Language Development (ELD) standards, and related state-adopted or state-approved instructional materials and assessments.
 1. Programs shall make explicit connections between students' English language proficiency based on the ELD standards and students' ability to access and become proficient in the state-adopted content standards determined by the participating teachers' area of focus.
 2. Programs shall provide opportunities for participating teachers to plan and deliver lessons that are based on the assessed needs of students and aligned with the state-adopted content standards.
- B. Determine participating teachers' prior knowledge and experience in teaching, and adjust the relative emphasis and time spent on Guidelines 2 through 5 inclusive so as to reinforce, build upon, and strengthen participating teachers' prior knowledge and teaching competencies without unnecessary repetition. Each program shall provide maximum learning opportunities within the 45 hours provided for the staff development.
- C. Provide for an assessment plan that includes ongoing formative and summative assessments of each participant's knowledge and skills in the content set forth in the applicable Guidelines for the training option. The specific nature and characteristics of the assessment plan are set out in Guideline 2.

- D. Provide for evaluation of the quality and effectiveness of the staff development program itself. Such assessments shall be completed within the 45 hours provided for the staff development. This evaluation of the program shall include participating teachers' feedback on the appropriateness and usefulness of program content, the consistency of the program guidelines, the quality of the instruction itself, and the effectiveness of procedures to provide monitoring, feedback and support.

Guideline 2: Participant Assessment Plan

Introduction

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

Guideline

The design of the training program shall include an assessment plan that assists participating teachers during the program by providing specific information about their progress gathered through periodic assessments; and that includes a final determination of their 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 through 5. The program design will indicate how participating teachers will demonstrate their understanding and mastery of the skills in Guidelines 3 through 5 with English Learners in a classroom.

The assessment plan will:

- A. Provide for the ongoing, formative assessment of each participating teachers' 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 as set forth in Guidelines 3 through 5, inclusive.
- B. Provide regular feedback and assistance to participating teachers by staff developers and peers, and provide opportunities for each participant to reflect on his or her own practice. Special assistance shall be provided to a participant when needed to ensure the successful acquisition of the knowledge and skills offered by the staff development program.
- C. Provide for a summative assessment using multiple measures of each participant's knowledge and skills in the content set forth in Guidelines 3 through 5, inclusive.
- D. In determining a recommendation for the certificate, programs review each participant's competence which shall include information gathered from the informal monitoring and evaluation during the program (both formative and summative assessments), as well as a general evaluation of each participant's professional learning of the content at the end of the program.
- E. Describe the measures, i.e. methods or tasks, to be used for both formative and summative assessments. This description should include information on the relationship between each measure used and the training content, and on how the measure will be

rated or scored. The measures selected should be appropriate to the type of assessment information sought.

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

Guideline 3: Foundational Knowledge

Introduction

The purpose of this guideline is to ensure that participating teachers are provided with the foundational knowledge they need to engage in the focused study that is called for in Guidelines 4 through 5. In Guidelines 4 through 5, participating teachers 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 teaching and 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 students' acquisition and learning of English, and access and achievement in the academic curriculum:

- A. Definition, rationale and purpose of instruction in ELD and SDAIE, and how they interrelate and work together to provide maximum and continuing language development and content learning opportunities for English Learners.
 1. ELD shall be defined as systematic instruction of English (Listening, Speaking, Reading and Writing) targeted to the English proficiency level of students whose primary language is other than English for the purpose of promoting the acquisition and learning of English and, thereby, enabling students to achieve proficiency on the English- Language Arts and other state-adopted Content Standards. The foundational knowledge of ELD shall include the definition, rationale and purpose of instruction.
 2. SDAIE shall be defined as a set of instructional strategies appropriate to the language proficiency level 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.
- B. 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.
- C. Description of current research findings and practice 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.
- D. 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.
- E. 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.
- F. 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.

II. Participant Competence

- A. 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.
- B. 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.
- C. Participating teachers will demonstrate an understanding of crosscultural factors that affect student learning and the use of related, appropriate practices that foster high achievement among all students.

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

Introduction

The purpose of this guideline is to teach participating teachers the key role of the content standards and standards-based assessment in planning instruction for English Learners.

Guideline

I. Instructional Content

Each staff development program shall:

- A. Emphasize that assessment aligned to major learning objectives forms the foundation for evaluation, planning and delivery of high-quality instruction. In doing so, each program shall emphasize:
 1. Links between informal assessment and formal evaluation, and ongoing instruction that is planned and revised based on evaluation results.
 2. The importance of using a variety of formal and informal assessments at strategic points before, during and after standards-based instruction to ensure mastery of content.
- B. 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).
- C. 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.
- D. Teach participants strategies on how to provide specific, constructive feedback regarding students' oral and written work.

II. Participant Competence

Participating teachers shall demonstrate:

- A. Knowledge of the ongoing cycle of assessment, evaluation and instruction as it relates to English Learners.
- B. Ability to plan and modify instruction based on both formal and informal assessed needs of students.
- C. Knowledge of the purposes, content, and uses of California's English Language Development Standards and the CELDT.

Guideline 5: SDAIE Methods

Introduction

The purpose of this guideline is to prepare participating teachers to understand, select, modify and use a variety of systematic instructional strategies to make content comprehensible to English Learners.

Guideline

Each staff development program shall:

- A. Include a series of 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.
- B. 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.
- C. Provide guidance to participating teachers on when and how to use primary language support.
- D. Provide guidance to participating teachers on how and when to enlist help from specialists and paraprofessionals.
- E. 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; focusing on key skills and understanding; and practicing
 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 non verbal means to monitor students' comprehension.
- F. 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.
- G. 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.
- H. 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.
- I. Teach participants to provide appropriate verbal and nonverbal supports in their instruction.
- J. 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.
- L. Provide opportunities for participating teachers to learn and practice the 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.

II. Participant Competence

- A. 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.
- B. 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.
- C. 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.
- D. 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.

Guideline 6: Capacity to Offer a Staff Development Program

Introduction

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

Guideline

To be eligible to apply and be approved by the Commission to provide staff development leading to a certificate of completion to teach English learners, a sponsoring agency must be an educational agency, institution of higher education, or professional organization pursuant to Ed Code section 44253.10. Each sponsoring agency must designate a team of individuals in its document submission (a “team” may consist of one or more individuals, so long as requirements “B” and “C” below are met). Each sponsoring agency must demonstrate that it will do the following:

- A. Provide sufficient resources to deliver the staff development program(s) that it offers to participating teachers.
- B. Assign responsibility for planning, consultation, instruction, and instructional assistance (including team teaching) in the staff development program to individuals or a team of individuals who possess the minimum following qualifications:
 - 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 instruction of English learners and/or Career Technical Education
 - 3. Knowledge of research-based theories and methods of teaching English learners and in the use of the English Language Development Standards, adult learning theory, secondary education, career technical education as reflected in professional participation in courses, conferences and/or workshops during the four years immediately prior to serving as an instructor
 - 4. At least three years of classroom teaching experience with linguistically and culturally diverse students in SDAIE and/or ELD
 - 5. Training and experience in peer coaching techniques,
 - 6. Completion of training for staff developers
 - 7. Training about and documented experience in providing staff development.
- C. Assign responsibility for the training of staff developers to an individual or a team of individuals who have the following qualifications:
 - 1. Training equivalent to nine or more semester units of graduate level study in research, theory, and teaching methods for ELD and SDAIE, or a clearly related field
 - 2. At least forty-five hours of documented, successful experience preparing teachers to use ELD and SDAIE with English learners, including evidence that the participating teachers assessed the preparation favorably
 - 3. At least three years of documented, successful teaching experience with English learners at the K-12 level
 - 4. Knowledge of the field of language minority student education and teacher preparation as demonstrated by professional activities, including but not limited to

conference, workshop, course and staff development presentations, and professional publications

5. Knowledge of current research-based theories and methods of teaching English learners, and in the use of the English Language Development Standards, adult learning theory, secondary education, career technical education and Special Education as reflected in professional participation in courses and/or conferences
6. At least ten hours of training and experience in peer coaching techniques
7. Teaching experience in a secondary classroom setting.

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

Introduction

The purposes of this guideline are 1) to inform and ensure that each sponsoring agency understands and implements the eligibility requirements for teacher participation in Commission-approved staff development programs, maintains adequate program records, and recommends for Certificates of Completion of Staff Development only those eligible teachers who have successfully completed an approved program, and 2) to ensure that sponsoring agencies understand what Certificates of Completion do and do not authorize teachers to teach.

Guideline

Each sponsoring agency shall do the following:

- A. Establish procedures to ensure that a teacher is eligible to participate in an approved staff development training program before being admitted or assigned to a program. The eligibility requirements are as follows: a teacher with a valid or current Designated Subjects Teaching Credential or a Service Credential with a Special Class Authorization.
- B. Maintain accurate records of attendance, completion, and the type of training received by each participant recommended to the Commission for a Certificate of Completion.
- C. Ensure that recommendations to the Commission for a Certificate of Completion are made only for those teachers who have met eligibility requirements to participate in the staff development training and who have successfully completed an approved program of staff development that adheres to the content, competencies and other requirements set forth in Guidelines 1 through 6.
- D. Make provisions for any teacher completing staff development pursuant to this section to earn up to three semester units or four quarter units (or its equivalent) for meeting requirements set forth in Ed Code Section 44253.11(i).

Appendix A

Senate Bill No. 1292

CHAPTER 752

An act to amend Section 442256 of, and to add Section 44253.11 to, the Education Code, relating to teaching credentials.

[Approved by Governor September 29, 2006. Filed with Secretary of State September 29, 2006.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1292, Scott. Teachers: limited-English-proficient pupils.

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, 1999, 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, before January 1, 2008, 45 clock hours of staff development in methods of specially designed content instruction delivered in English. Existing law requires the Commission on Teacher Credentialing to file a related report with the Legislature by December 4, 2007.

This bill would authorize a teacher with a designated subjects teaching credential or a service credential with a special class authorization to be assigned to provide specially designed content instruction delivered in English, as defined, if the teacher completes, or enrolls in, specified staff development training. The bill would require the Commission on Teacher Credentialing, in consultation with the Superintendent of Public Instruction, to establish guidelines, as specified. The bill would require the commission to review staff development programs to determine whether they comply with the established guidelines. The bill would require that a certificate of completion be given to a teacher who completes staff development training, as specified. The bill would require a teacher who receives a certificate or certificates of completion, as specified, to be deemed certificated for specified purposes.

The bill would also make conforming, nonsubstantive changes to a related provision of law.

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

SECTION 1. Section 44225.6 of the Education Code is amended to read:

44225.6. (a) By April 15 of each year, the commission shall report to the Legislature and the Governor on the availability of teachers in

California. This report shall include the following information:

(1) The number of individuals recommended for credentials by institutions of higher education and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.

(2) The number of individuals recommended by school districts operating district internship programs and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.

(3) The number of individuals receiving an initial credential based on a program completed outside of California and the type of credential or certificate, or both, for which they were recommended, including certificates issued pursuant to Sections 44253.3 and 44253.4.

(4) The number of individuals receiving an emergency permit, credential waiver, or other authorization that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.).

(5) The number of individuals receiving the certificate of completion of staff development in methods of specially designed content instruction delivered in English pursuant to subdivision (d) of Section 44253.10 and, separately, pursuant to paragraph (1) of subdivision (d) of Section 44253.11.

(6) Statewide, by county, and by school district, the number of individuals serving in the following capacities and as a percentage of the total number of individuals serving as teachers statewide, in the county, and in the school district:

(A) University internship.

(B) District internship.

(C) Preinternship.

(D) Emergency permit.

(E) Credential waiver.

(F) Preliminary or professional clear credential.

(G) An authorization, other than those listed in this paragraph, that does not meet the definition of a highly qualified teacher under the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) by category of authorization.

(H) Certificate issued pursuant to Section 44253.3.

(I) Certificates issued pursuant to Section 44253.3, 44253.4, 44253.10, or 44253.11, if available.

(J) The number of individuals serving English learner pupils in settings calling for English language development, in settings calling for specially designed academic instruction in English, or in primary language instruction, without the appropriate authorization under Section 44253.3, 44253.4, 44253.10, or 44253.11, or under another statute, if available. The Commission on Teacher Credentialing may utilize data from the department's Annual Language Census Survey to report the data required pursuant to this paragraph.

(7) The specific subjects and teaching areas in which there are a sufficient number of new holders of credentials to fill the positions

currently held by individuals with emergency permits.

(b) The commission shall make this report available to school districts and county offices of education to assist them in the recruitment of credentialed teachers and shall make the report and supporting data publicly available on the commission's Web site.

(c) A common measure of whether teacher preparation programs are meeting the challenge of preparing increasing numbers of new teachers is the number of teaching credentials awarded. The number of teaching credentials recommended by these programs and awarded by the commission are indicators of the productivity of teacher preparation programs. The commission shall include in the report prepared for the Legislature and Governor pursuant to subdivision (a) the total number of teaching credentials recommended by all accredited teacher preparation programs authorized by the commission and the number recommended by each of the following:

(1) The University of California system.

(2) The California State University system.

(3) Independent colleges and universities that offer teacher preparation programs approved by the commission.

(4) Other institutions that offer teacher preparation programs approved by the commission.

SEC. 2. Section 44253.11 is added to the Education Code, to read:

44253.11. (a) A teacher with a designated subjects teaching credential or a service credential with a special class authorization 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 if the teacher completes, or is enrolled in, a course of staff development in methods of specially designed content instruction delivered in English for not less than 45 clock hours.

(b) The commission, in consultation with the Superintendent, shall establish guidelines for the provision of staff development pursuant to this section that are at least as rigorous as the guidelines established pursuant to Section 44253.10. The commission and the Superintendent may designate guidelines established pursuant to Section 44253.10 in satisfaction of this subdivision. 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 applicable to persons who train others to perform staff development training, as well as for persons who provide the training.

(2) The guidelines shall require that staff development offered pursuant to this section be aligned with the teacher preparation that leads to the issuance of a certificate pursuant to Section 44253.3, and any amendments made to that section.

(3) The guidelines and standards established by the commission to implement this section shall comply with federal law.

(4) 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. 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 must occur. If a second review reveals a pattern of continued noncompliance with the applicable guidelines or standards, or both, the sponsoring agency shall be prohibited from continuing to offer the program to teachers.

(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 section or any organization that meets those standards and that is approved by the commission. An equivalent course may be taken by a teacher at a regionally accredited college or university in order to satisfy the staff development requirement described in this section. Once the commission has made a determination that a college or university class is equivalent, no further review of the class shall be required.

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

(2) A teacher who completes the staff development described in this section may provide specially designed content instruction delivered in English, as defined in subdivision (b) of Section 44253.2.

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

(e) A teacher who completes a staff development program in methods of specially designed content instruction delivered in English pursuant to this section shall receive a certificate 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, as determined by the commission, not to exceed forty-five dollars (\$45).

(f) The certificate of completion is valid in all 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.

(g) Teacher assignments made in accordance with this section shall be included in the reports required by Sections 44225.6 and 44258.9.

(h) 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 cross-cultural language and academic development certificates that authorize English language development instruction. However, any teacher awarded a certificate or certificates of completion pursuant to this section shall be

deemed certificated and competent to provide the services listed on that certificate of completion.

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