

**California's
Subject Matter Verification Process for
Secondary Teachers in Special Settings
(VPSS)**

**Subject Matter Verification Process
For Middle and High School Level Teachers in Special Settings**

California Department of Education

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Preface

To maintain California's position as a world-class leader, both economically and technologically, the State must continue to develop and support a world-class education system. Doing so includes ensuring that there is an adequate supply of highly qualified teachers (HQTs) who are prepared to meet the challenges of teaching California's growing and diverse student population. California must also ensure the equitable distribution of the most well-prepared teachers, particularly in low-performing schools that serve a disproportionate number of poor and minority students, English learners, and students with special needs. Recruiting and developing highly qualified teachers is the most important investment of resources that local, state, business, and community leaders can make in education.

The California Subject Matter Verification Process for Secondary Teachers in Special Settings (VPSS) recognizes the importance of the California Standards and California high school graduation requirements in its approach to developing and verifying subject matter competence and pedagogical practices for teachers in special settings.

The requirements for core academic subject matter competence emphasizes the specific subject matter content needed by teachers to teach their students concepts and skills from the California Standards to complete high school graduation requirements. In order for teachers to demonstrate subject matter competence in more than one core academic subject at the secondary school level, a focus for those subjects is necessary. There is no better focus than one that enables students to successfully complete their high school graduation requirements.

The Elementary and Secondary Education Act provides for the development of an advanced certification process which must enhance teachers' academic knowledge and pedagogical practices to improve student achievement. Completion of the VPSS program will provide teachers in special settings, as defined in this document, an advanced certification verifying they have acquired both the content and skills necessary to provide a rigorous academic program to their students.

Introduction

Beginning with the 2006–07 school year, all teachers assigned to teach core academic subjects (see Chart 2 below) in Title I funded programs and Title II, Part A, Class Size Reduction funded classrooms, must meet all Elementary and Secondary Education Act (ESEA) Highly Qualified Teacher (HQT) requirements (see Chart 1 below) upon hire or as assigned to teach in those programs. All other public school teachers assigned to teach core academic subjects must meet all HQT requirements upon hire, or an HQT plan must be developed to ensure compliance by the end of the school year of hire. **Please note:** *Non-HQTs who are hired with an HQT development plan must be reported as non-highly qualified until all HQT requirements are met.*

HQT Requirements in California

Chart 1

To meet HQT requirements in California, individuals must:

1. Hold a baccalaureate degree or higher degree from a regionally accredited institution of postsecondary education;

Please note: *Per California Education Code (EC), Section 44259 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=44259), the minimum requirements for earning a California preliminary multiple or single subject teaching credential include possession of a baccalaureate degree or higher degree from a regionally accredited institution of postsecondary education. Therefore, all teachers who have been issued a California multiple or single subject teaching credential have provided evidence of an earned bachelor's degree.*

2. Hold the appropriate California authorization for each core academic subject assigned to teach, or be enrolled in a California Commission on Teacher Credentialing (CCTC) approved university or district intern program for no more than three years; and
3. Demonstrate subject matter competence for each core academic subject assigned to teach.

The ESEA defines "core academic subjects" to include English, reading or language arts, math, science, foreign languages, civics and government, economics, arts, history and geography. However, the United States Department of Education (ED) encouraged states to consider their current teacher certification and student achievement standards to determine whether to allow broad categories or require subject-specific certification in the discrete fields of science and/or social science. Additionally, the ED has given states the authority to determine its own definition of "the arts." Chart 2 below portrays how the federal

definition of “core academic subjects” has been aligned to correlate with California’s certification and student achievement standards.

Core Academic Subjects

Chart 2

Federal	California
English	English/Language Arts and Reading (Includes reading intervention and California High School Exit Exam [CAHSEE] English classes)
Reading/Language Arts	
Mathematics	Mathematics (Includes math intervention and CAHSEE-Math classes)
Science	Biological Sciences Chemistry Geosciences Physics
History	Social Science (Includes: History, Government, Economics, and Geography)
Economics	
Civics/Government	
Geography	
Foreign Languages	Foreign Languages (specific)
Arts	Drama/Theater (English Credential) Visual Arts Music Dance (Physical Education Credential)

Please note: Career Technical Education (CTE) courses that have been designated as an alternative pathway to graduation by the local governing board of the LEA per EC, Section 51225.3(b) (<http://leginfo.legislature.ca.gov/faces/selectFromMultiples.xhtml?lawCode=EDC§ionNum=51225.3>) are also designated as core academic subjects.

The VPSS program provides an opportunity for teachers in special programs to develop the content and pedagogical skills necessary to ensure students are academically successful while meeting ESEA teacher requirements. The goal of the VPSS program is to ensure that teachers have the subject matter competence and skills to ensure that students can meet the California Standards and graduate from high school college and career ready.

Authorization

California's revised State Plan of Activities for NCLB Teacher Quality, submitted to the United States Department of Education (ED) on July 7, 2006, made a commitment to the development of a "new verification process for secondary teachers of multiple subjects" as a means to provide an opportunity for teachers in special programs to verify subject matter competence and become highly qualified. The 2006 Budget Act (Chapter 47, Statutes of 2006), Line Item #6110-001-0890 Schedule (1) Provision 40 provided funding authority for Improving Special Education Teacher Quality. With this funding and authority from the Legislature and the Governor, the California Department of Education (CDE) was able to initiate the development of a new process. The state education agency determines subject matter compliance requirements related to the ESEA; therefore ESEA subject matter competence is not the same as subject matter competence requirements as defined by the California Commission on Teacher Credentialing (CCTC) purposes of credentialing.

Research Rationale

This new advanced certification combines subject matter coursework from an accredited college or university and content specific professional development that is intensive and focused on the subject matter content specified in the California Standards, frameworks, and CCTC subject matter assessments with advanced development and practice of instructional skills proven to be effective with students assigned to special settings. In particular, the content focus is on the California Standards. Research strongly suggests that this approach will result in increased student achievement.

Reviews of research were conducted by Whitehurst (2002) and Darling-Hammond and Sykes (2003) to investigate the effects of subject matter knowledge on student achievement. Their findings indicate that there is an important relationship between the levels of content knowledge of the teacher as indicated by a minor or major in the field and student achievement. The relationship becomes even stronger when the content is the specific content that students will be expected to learn. Research studies in California by Cohen and Hill (2000) and by Hill and Lowenberg-Ball (2004) of focused and intensive professional development and student achievement indicate that intensity and focus on the specific curriculum content results in increased student achievement.

The specifications for the professional development modules cover content aligned to the CCTC Subject Matter Requirements (SMRs) and thus the content of the California Subject Examinations for Teachers (CSET) Single Subject Examinations and the California Standards. The format is similar to that used for the CSET preparation program. Detailed descriptions of the specifications for each core subject are found in [Appendix A](#). The professional development modules incorporate theory and practice, are organized into two levels, and meet ESEA

criteria for high quality professional development. The detailed professional development criterion for approval is outlined in [Appendix A](#).

Additionally, the VPSS program meets ESEA requirements of an advanced certification in that it is designed to improve content knowledge, teaching, and therefore learning through high quality professional teacher enhancement programs.

Who May Participate

To be eligible to participate in a VPSS program, the teacher must:

1. Hold a bachelor's degree or higher from a regionally accredited institution of higher learning;
2. Hold a California teaching authorization (an Intern Certificate/Credential for no more than three years is also acceptable);
3. Be a Highly Qualified Teacher in one core academic subject as defined above (including elementary multiple subjects); and
4. Be assigned to teach one or more core academic subjects in one of the following special settings:
 - Secondary Special Education: A secondary special education teacher is eligible to participate in a VPSS program if he/she is providing primary instruction of one or more core academic subjects to students with disabilities who are not assessed with the California Alternative Performance Assessment (CAPA), regardless of the instructional setting.
 - Secondary Education Options Programs: As specified by California *Education Code (EC)* Section 44865, secondary education options programs include the following: home teacher; classes organized primarily for adults; hospital classes; necessary small high schools; continuation schools; alternative schools; opportunity schools; juvenile court schools; county community schools; and community day schools.
 - Secondary Small Rural School Achievement (SRSA) Programs: Teachers in this setting have options for demonstrating core academic subject matter competence under the SRSA flexibility granted by the United States Department of Education. See the description of this flexibility in the [Glossary of Terms](#).

Please note: *Independent study is an alternative instructional strategy and not an alternative curriculum. Teachers in these secondary special settings who use the independent study instructional strategy are eligible to use this process.*

Alternative Processes

For alternative options for demonstrating core academic subject matter competence, please refer to the *HQT Guide* which can be accessed on the CDE's Improving Teacher & Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>. The options available for demonstrating subject matter competence differ for each classification and type of teacher. Teachers in these special settings may choose between several options to demonstrate subject matter competence for the core academic subjects taught.

How the Process Works

Level I and Level II Professional Development activities must meet the high quality professional development specifications and rubrics outlined in the *HQT Guide* which can be accessed on the CDE's Improving Teacher & Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>, as well as the subject matter specifications in [Appendix A](#). The superintendent of a district or county office of education must approve all Level I and Level II activities. To ensure consistent and accurate transcript evaluation, refer to [Appendix B](#) when evaluating coursework.

Level I Coursework Breakdown

- If the teacher has less than 20 total or 10 upper division non-remedial semester units (or quarter unit-equivalent) in the ESEA core academic subject, the teacher must complete a Level I High Quality Professional Development Course and a Level II High Quality Professional Development Course in the core subject.

Level II Coursework Breakdown

- If a teacher has less than 32 non-remedial semester units but at least 20 total or 10 upper division non-remedial semester units (or quarter unit-equivalent) in the ESEA core academic subject, the teacher must complete a Level II High Quality Professional Development Course. The criteria for high quality, rigorous professional development is content based, not time based. However, it is unlikely that the Level I activities could be substantively addressed in less than 36 hours and that Level II activities could be substantively addressed in less than 36 hours. There is no expectation however, that the total hours for all four areas would exceed 288 hours.

Special Education Level II: Completion of the VPSS program is also an option for teachers completing Level II of the special education credential. Candidates, in consultation with their universities, may choose an area of specialization for their induction plan. Twenty-five percent of induction may be completed with district, county, or school based professional development.

Funding

Additionally, federal funding is made available to enable districts, schools and counties to assist teachers in their efforts to meet the requirements. Title I requires that local educational agencies (LEAs) set aside not less than five percent and not more than ten percent of their Title I funds each year for professional development activities to ensure that all teachers are ESEA compliant. Additionally, ESEA Title II, Part A, funds are to be used to help teachers meet highly qualified teacher status.

Monitoring

The CDE is responsible for monitoring all aspects of California's ESEA Improving Teacher and Principal Quality program through the Compliance, Monitoring, Interventions, and Sanctions (CMIS) Program. Any teacher working on advanced certification under the VPSS program must be reported by the employing district or county office of education as not highly qualified until they meet all program requirements.

Example

The teacher's assignment includes teaching Math, English, World History, and Biology to a group of students in grade 10 assigned to a Juvenile Court School.

The teacher earned a degree in social science in 2004; has 20 semester units in English; and earned a fundamental math credential in 2005 (via CSET). Therefore, the teacher is highly qualified in both math and social science (via coursework and exam) and is eligible to use the VPSS program to earn advanced certification in English and science. Below is what this teacher's form would look like as he/she initiates the process.

Core Academic Subject	CCTC Approved Subject Matter Program	Undergraduate Major/32 units	Graduate Degree	CCTC Approved subject matter exam	At least 20 total or 10 upper division semester units AND Level 2 Professional Development	Less than 20 total or 10 upper division semester units AND Level 1 AND Level 2 Professional Development
English					Start 10/07 Complete by 10/10	
Mathematics				Completed 2005		
Science						Start 10-07 Complete by 10/10
Social Science	Completed 2003					

Timeline

Teachers have up to three years, from the date of assignment into a Hard-to-Staff Setting, to complete a VPSS program.

Reporting Requirements

This teacher is reported, via the California Longitudinal Pupil Achievement Data System, as highly qualified for social science and math, but not highly qualified for English and science until they have completed the VPSS program for those subjects.

Professional Development Rationale and Implementation Guidelines

High Quality Professional Development

The professional development components must meet the ESEA standards for High Quality Professional Development ([Appendix C](#)). An event meets the ESEA definition of “High Quality Professional Development” if the professional development is supported by research, is part of a sustained activity (NOT a one time workshop), which directly supports school and district goals, and is aligned with academic content standards. For California’s ESEA high quality professional development specifications and rubrics see [Appendix A](#).

Rationale

The professional development requirements connect rigorous content and secondary pedagogy for teaching in special settings. Review of research and practice indicate that student learning is increased when the professional development connects the teacher’s mastery of curriculum aligned content to pedagogical techniques for delivering the content in the classroom (Ball and Cohen, 1996; Garet and Porter et. al., 2001; Sparks, D., 2002).

Professional Development Requirements

Standards-based Content

The professional development will be consistent with state-adopted academic content standards, curriculum frameworks and adopted texts, and will incorporate the Content Specifications in [Appendix A](#). It will assess the subject matter knowledge of each participant and will address California Standards for the Teaching Profession (CSTP) 3 and 4.2, which can also be found in [Appendix A](#). The professional development will include the language of content standards and their components, for example, skill, concept and context. Particular emphasis will be given to the expectations of the California Assessment of Student Performance and Progress (CAASPP) for secondary-levels.

Assessment of Subject Matter Competence

Within the context of the professional development, the provider will include assessment methods such as presentation, work sample, oral examination and written examination, one of which will be a standards-based lesson plan, assessed against CSTP 3.1. Refer to [Appendix A](#) for a model lesson plan form. Professional

development providers will include a procedure for participants to repeat portions of the assessment as needed. The professional development provider will ensure maintenance of complete teacher performance assessments.

Approval for Professional Development

The Superintendent of any district/county will attest that the professional development offered for Level I and Level II meets the subject matter specifications in [Appendix A](#), the criteria for high quality professional development in [Appendix C](#), and is aligned with the California Quality Professional Learning Standards¹.

Note: Content standards were not in place in California until 1997, therefore professional development offered prior to 1997 will not be allowed.

The Certificate of Compliance

Steps to the Completion of the Certificate of Compliance

1. Meet with each teacher assigned to teach an ESEA core academic subject in a Hard-to-Staff Setting to determine which subjects they are or are not highly qualified to teach.
2. If compliance is established in a core academic subject, complete the Certificate of Compliance, attach the required documentation, and submit it for superintendent approval.
3. If participation in the VPSS program is required to satisfy compliance, determine which level of VPSS is required and identify appropriate program(s).
4. Once all requirements have been completed and verified, complete the Certificate of Compliance, attach the required documents, and submit it for superintendent approval.

Points to Remember

Federal funding is made available to enable districts, schools, and counties to assist teachers in their efforts to meet these requirements. Title I requires that LEAs set aside not less than five percent and not more than ten percent of their Title I funds each year for professional development activities to ensure that all

¹ <http://www.cde.ca.gov/pd/ps/qpls.asp>

teachers core academic subjects are highly qualified. Additionally, ESEA Title II, Part A should be used to help teachers meet this goal.

GLOSSARY OF TERMS

Acceptable Courses for Subject Matter

To determine the acceptability of a particular course, official transcripts must indicate that the institution is accredited and that the course is non-remedial. Additionally, courses must be in a subject directly related to the core academic area in question. Education, education methodology classes, and courses outside the department of the core academic subject may be counted if the district/county determines that the course furthers the understanding of the subject matter contained in the State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks. To be acceptable, each course must be presented from an advanced standpoint and relate to secondary standards; consequently, personal enrichment-type courses are not generally acceptable. See [Appendix B](#) for further discussion of appropriate courses.

Accredited Institution

For Elementary and Secondary Education Act (ESEA) compliance purposes, a college or university may be accredited by either a national or a regional accrediting agency. For example, the United States Department of Education (ED) accepts accreditation by the Accrediting Council for Independent Colleges and Schools for purposes of granting financial aid. This being the case, the units earned at such institutions should be counted for ESEA compliance.

Alternative Programs

California *Education Code (EC)* Section 44865 lists the following as alternative programs (further description can be found in the education codes in parentheses):

- (a) Home teacher (*EC* 51800 and sections following)
- (b) Classes organized primarily for adults (not covered under ESEA)
- (c) Hospital classes (*EC* 52531)
- (d) Necessary small high schools (*EC* 42280 and sections following)
- (e) Continuation schools (*EC* 48430 and sections following)
- (f) Alternative schools (*EC* 58500 and sections following)

- (g) Opportunity schools (*EC 48630* and sections following)
- (h) Juvenile court schools (*EC 48645* and sections following)
- (i) County community schools (*EC 48660* and sections following)
- (j) District community day schools (*EC 48660* and sections following)

Approved Level 1 and Level 2 Professional Development Programs

If the teacher has less than 20 units in a core academic subject, the teacher must complete a Level 1 High Quality Professional Development Course **and** a Level 2 High Quality Professional Development Course in the core subject. Both levels must meet the High Quality Professional Development Specifications and be approved by the Superintendent of the local educational agency (LEA).

The content for the Level 1 and Level 2 Professional Development Courses for each subject are briefly outlined as follows:

Level 1 Professional Development

In Level 1, the teacher demonstrates an understanding of each set of State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks. At least 36 hours is required to substantively address subject matter content at this level.

Level 2 Professional Development

In Level 2, the teacher demonstrates a full understanding of each set of State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks from an advanced standpoint. At least 36 hours is required to substantively address subject matter content at this level.

California Commission on Teacher Credentialing

The California Commission on Teacher Credentialing (CCTC) is the licensing agency for all teacher preparation programs in California and issues all California teaching authorizations.

Subject Matter Program Standards for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competence in the subject matter they will be authorized to teach. To

satisfy the subject matter requirement for the single subject credential, candidates may complete an approved subject matter program or pass an examination. Such subject matter preparation programs must meet state preparation standards set by the CCTC, which are aligned with kindergarten through grade twelve content standards.

Subject Matter Examinations for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competence in the subject matter they will be authorized to teach. Such subject matter preparation examinations must meet Subject Matter Requirements set by the CCTC which are aligned with kindergarten through grade twelve content standards. A teacher may meet CCTC subject matter requirements by passing the appropriate subject matter examination(s) in lieu of completing coursework in a subject matter preparation program.

California Standards for the Teaching Profession (CSTP) 3 and 4.2

- 3.1 Demonstrating knowledge of subject matter content and student development
- 3.2 Organizing curriculum to support student understanding of subject matter
- 3.3 Interrelating ideas and information within and across subject matter areas
- 3.4 Developing student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students
- 4.2 Establishing and communicating learning goals for all students

California Subject Examinations for Teachers

The California Subject Examinations for Teachers (CSET) are a series of subject matter examinations for prospective teachers who choose to meet the subject matter competence requirement for certification by taking examinations. The examinations which were developed by the CCTC are offered in most credential areas.

Compliance, Monitoring, Interventions and Sanctions Program

The California Department of Education (CDE) is responsible for monitoring the implementation of the state plan of action to meet the ESEA teacher quality requirements. The Compliance, Monitoring, Interventions and Sanctions (CMIS) Program has been established by the California SBE to accomplish the monitoring task.

Consultation and Instructional Assistance Services

If a special education teacher provides only consultation services to the teacher of core academic subjects, or only delivers special instructional assistance within the classroom where the core academic subject is taught, they do not have to meet the subject matter competence requirement of ESEA. These teachers may carry out activities such as adapting curricula, using behavioral supports and interventions, or selecting appropriate accommodations for students. Additionally, the instructor does not have to meet subject matter competence requirements if he or she assists students with study skills or organizational skills, and reinforces instruction that the students with disabilities have already received from a teacher who is ESEA compliant.

Core Academic Subjects

The ESEA defines core academic subject areas as: English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history, and geography. For the purposes of the VPSS program, social science encompasses civics/government, economics, history, and geography which aligns with California's single subject social science credential.

Local Educational Agency

The local educational agency (LEA) is a district, county office of education, or direct funded charter school.

Non-remedial units

Units must be from college level courses. Non-remedial courses are those which are applicable to a bachelor's degree or a higher degree at an accredited college or university. Courses taken as a college student that make up deficiencies in preparation for college work will not count. **Please note: A grade of "C-" or higher is required in every course used to meet these requirements.**

Secondary Setting

California Code of Regulations, Title 5, 6100(c) states, “The local educational agency shall determine, based on curriculum taught, by each grade or by each course, if appropriate, whether a course is elementary, or middle/high school.” If the LEA designates that course as *secondary* for purposes of ESEA, then the teacher would use the options for secondary school teachers for verifying ESEA subject matter competence (see the HQT Guide²)

Small Rural School Achievement Programs

Small Rural School Achievement (SRSA) Programs provide eligible LEAs with greater flexibility in using certain federal formula grant funds. They also may provide additional funds to support a wide range of activities that promote student achievement. Participation in SRSA programs is limited to those LEAs that meet the following criteria:

1. The district/county must have a total average daily attendance of less than 600 students **OR** serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile; **AND**
2. The district/county must serve only schools that have a school locale code of 7 or 8 assigned by the ED’s National Center for Education Statistics **OR** be located in an area of the state defined as rural by a governmental agency of the state.

Special Education Programs

For the purposes of this document, special education programs are settings in which the special education teacher teaches two or more core academic subjects at the secondary curriculum level to students with disabilities who are **not** assessed against alternate achievement standards, regardless of the instructional setting (i.e. learning center, resource specialist program, special day class, self-contained class, itinerant, or rehabilitative program). **The setting is not the defining factor. It is whether or not the teacher provides the primary core academic subject instruction.**

A special education teacher who holds an ESEA compliant teaching authorization and is assigned to co-teach, collaborate and/or consult with a subject matter competent teacher of a specific core academic subject, is not required to demonstrate subject matter competence in a core academic subject to serve in that assignment. However, he or she may choose to demonstrate subject matter competence through the VPSS program. With regard to Non-Public Schools, please note the passage of Assembly Bill 1858, which changed California *EC*

² Found at <http://www.cde.ca.gov/nclb/sr/tq/>

Section 56366.1 (n)(1) to require non-public school staff to hold the same credentials required of public school teachers.

State Education Agency

The CDE is the state educational agency for California.

Undergraduate Major in a Core Academic Area

A major must be a collegiate major from an accredited college or university in a subject directly related to the core academic subject area.

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APPENDIX A

Subject Matter Specifications

The Level 1 and Level 2 Professional Development programs will address content aligned to the Subject Matter Content Standards, the State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks, and the CAASPP. The format will be similar to that used for the California Subject Examinations for Teachers (CSET) preparation program and content will also be aligned with the CSET Single Subject content.

Standards Based Content

The professional development will be consistent with state-adopted academic content standards, curriculum frameworks and adopted texts and will incorporate the Content Specifications in Appendix A. It will address CSTP 3 and 4.2 and will assess the subject matter knowledge of each participant. A copy of CSTP 3 and 4.2 is at the end of this Appendix. The professional development will include the language of content standards and their components, i.e., skill, concept, and context. Particular emphasis will be given to the expectations of the CAASPP for secondary-levels.

Criteria for Approved Professional Development

The Superintendent of each district/county will attest that the professional development offered for Level 1 and Level 2 meets the ESEA criteria for High Quality Professional Development ([Appendix C: Title IX, Section 9101 \[34\]](#) of the ESEA), the subject matter specifications in Appendix A, and the California high quality professional development specifications and rubrics outlined in Appendix A.

Level 1 Professional Development

In Level 1, the teacher demonstrates an understanding of each set of *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve*. Although the duration of the professional development must be sufficient for its purpose, the CDE anticipates that less than 36 hours each would be insufficient.

Level 2 Professional Development

In Level 2, the teacher demonstrates a full understanding of each set of *Content Standards for California Public Schools* as outlined in the

corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve* from an advanced standpoint. Although the duration of the professional development must be sufficient for its purpose, the CDE anticipates that less than 36 hours each would be insufficient.

Assessment of Subject Matter Competence

Within the context of the professional development, the provider will include assessment methods such as presentation, work sample, oral examination, and written examination, one of which will be a standards-based lesson plan, assessed against CSTP 3.1. A model lesson plan form is at the end of this appendix. Professional development providers will include a procedure for participants to repeat portions of the assessment as needed. The professional development provider will ensure that thorough records are maintained of each teacher's performance. In fairness to each participant, demonstration of subject matter knowledge will be congruent in scope and content with specific studies in the professional development and previously attended professional development and coursework.

English

Professional development in English will be aligned with and directly related to the State Board of Education (SBE)-adopted *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, as outlined in the SBE-adopted *ELA/ELD Framework*. Through the professional development, participants will demonstrate an understanding of these guiding documents.

To ensure a rigorous view of English/Language Arts as a core academic content area, participants must demonstrate knowledge of the foundations and contexts of reading literature and informational texts; language, linguistics, and literacy; composition and rhetoric; and communication (speech, media, and creative performance) at a postsecondary level of rigor. Participants must be able to read and write well for a variety of purposes and communicate effectively within a variety of rhetorical contexts. In addition, participants must also be knowledgeable about theater arts, public speaking, journalism, textual analysis of nonfiction and electronic media, and production of technologically enhanced documents. This breadth of knowledge represents the full range of academic content standards in English/Language Arts for grades seven through twelve. Participants in Level II professional development will demonstrate deeper conceptual knowledge of subject matter. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes.

Reading Literature and Informational Texts: The professional development should include breadth of knowledge in literature and literary analysis and criticism, as well as informational text analysis. Literary analysis presumes in-depth exploration of the relationship between form and content. The curriculum should embrace representative selections from multiple literary traditions and major works from diverse cultures. Advanced study of authors representing a broad range of literary periods and cultures is fundamental preparation for teaching these works. Shakespeare remains integral to the secondary school curriculum; advanced study of this work is, therefore, essential to future secondary teachers. Participants must know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and informational texts.

Language, Linguistics, and Literacy: The diversity of the California student population requires the participant to understand the principles of language acquisition and development. Participants must become knowledgeable about the nature of human language, language variation, and historical and cultural perspectives on the development of English. In addition, participants must acquire a complex understanding of the development of English literacy among both native and non-native speakers.

Composition and Rhetoric: Participants face dynamic challenges in the domains of oral and written communication. They must make appropriate use of current text-production technologies and develop awareness of patterns of communication used by diverse social and cultural groups. Participants are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence options, standard usage conventions, and advanced research methods as needed. Participants develop skills and confidence in public speaking.

Communication: Speech, Media, and Creative Performance: Participants have both broad and deep conceptual knowledge of this subject matter, including analysis and evaluation of oral and media communication as well as effective public speaking and performance. The participant must possess the breadth of knowledge needed to integrate journalism, technological media, speech, and dramatic performance into the language arts curriculum, including awareness of cultural approaches to communication. The participant skillfully applies the artistic and aesthetic tools required for creative expression.

Social Science

Professional development in history and social science will be aligned with and directly related to State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks, and State assessments. Through the professional development, participants will demonstrate an understanding of the subject matter contained in the *History-*

Social Science Content Standards for California Public Schools (1998) as outlined in the *History-Social Science Framework for California Public Schools (2005)* from an advanced standpoint.

To ensure a rigorous view of social science, participants in Level II professional development will demonstrate deep conceptual knowledge of World History, U.S. History, Civics, Economics, and Geography. To ensure that participants have the prerequisite knowledge, skills and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes of history and geography.

World History: Participants begin to demonstrate their understanding of global past found in the *History-Social Science Content Standards* with a consideration of the ancient world, from hunter-gatherer societies to the early civilizations. Participants analyze the relationship between humanity and the physical world, trade, conflict, the development of new political institutions and philosophies, as well as the birth and spread of religious traditions. Through their examination of medieval and early modern history and geography, participants demonstrate their understanding of the rise and fall of empires, the growth of commercial, technological, and cultural exchange, and the consequences of increasing population density and movement in Afro-Eurasia and the Americas. Participants continue to analyze the connections between events at home and abroad in the eighteenth, nineteenth, and twentieth centuries as people, products, diseases, technology, knowledge, and ideas spread around the world as never before. Participants survey economic and political revolutions and the increasing impact of humanity on the natural and physical environment. They also investigate imperial expansion and the growth of nation-states, two world wars, decolonization, the cold war, globalization, and unresolved conflicts that continue to affect the world today. Participants demonstrate their understanding of these developments by examining a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance.

U.S. History: Participants demonstrate their understanding of this nation's founding principles of freedom and democracy, and of America's ongoing struggles, setbacks, and achievements in realizing those principles. They consider the fight for political and social equality and efforts to achieve both economic growth and justice. As organized by the *History–Social Science Content Standards*, participants explore the meaning of liberty and equality by considering the actions Americans have taken to organize in support of and opposition to government policies, both in California and the nation as a whole. They examine the Declaration of Independence, the Articles of Confederation, the Constitutional Convention and ratification process, the Civil War, Reconstruction, and the Civil Rights Movement to assess the ways Americans have changed and reconstituted federal power. Participants also consider the ways in which the quests for liberty, freedom, and equality have transformed the American populace. They

demonstrate their understanding of the recurrent theme of citizenship and voting by analyzing how these rights and privileges have been contested and reshaped over time. Starting with the freedoms outlined by the Framers, participants examine the many contributions of Americans seeking to define the meaning of citizenship across the country, from farmers in Jefferson's agrarian nation, to suffragists at the turn of the century, to civil rights activists putting their lives on the line to end Jim Crow in the middle of the twentieth century, to Americans seeking to bring marriage equality to people of all gender identities in the twenty-first century. Participants demonstrate their understanding of these developments by examining a variety of primary and secondary documents, analyze multiple pieces of evidence, and use this evidence to answer broader questions of historical significance.

Civics and Government: In civics and government, participants explore how people participate in the governing of society both in American and in other countries around the world. Participants demonstrate their abilities to explain and distinguish the powers, roles, responsibilities, and limits of citizens and governments, and how those have changed over time and are still contested. Participants also analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. Participants analyze historical and contemporary means of changing societies, promoting the common good, and protecting individual rights from the will of the majority. Participants demonstrate their understanding of how representative democracy works in American government including the vital importance of an independent judiciary, and how it is different from other systems of governance. Similarly, Participants demonstrate their understanding of the historical and study of both historical and modern strengths and problems of American democracy.

Economics: Participants demonstrate their understanding of the necessity to make rational financial decisions based upon sound economic reasoning. Participants demonstrate their understanding of cost-benefit analysis, the use of incentives to explain peoples' behavior, markets (product, labor, and financial), the necessity for developing human capital to gain economic independence, the role of labor and entrepreneurs, the workings of the macro-economy and the effect of fiscal and monetary policies. They also examine how markets impact ordinary Americans and the roles played by the federal government in affecting them. They examine economic progress and its impact on productivity, trade, and the standard of living. Participants also consider some of the costs of unfettered capitalism. Participants demonstrate understanding about the government's attempt to address some of these economic problems.

Geography: Geographic reasoning requires participants to use spatial and environmental perspectives, skills in asking and answering questions, and being able to apply geographic representations including maps, imagery, and geospatial technologies. Participants understand that a spatial perspective is about

awareness. Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Participants understand that the abilities to think geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales that structure the spatial patterns and processes that influence our daily lives. Geographic reasoning brings societies and nature under the lens of spatial analysis, and aids in personal and societal decision making and problem solving.

Mathematics

Professional Development in mathematics will be aligned with and directly related to State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks, and State assessments. Through the professional development, participants will demonstrate an understanding of the subject matter contained in the *California State Standards: Mathematics* as outlined in the *Mathematics Framework Chapters* from an advanced standpoint.

To ensure a rigorous view of mathematics and its underlying structures, participants will demonstrate deep conceptual knowledge of the six conceptual categories including Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental mathematical themes.

Number and Quantity: Participants will demonstrate an understanding of basic operations and their relationships. Participants will demonstrate that they are fluent in finding and using the properties of operations to find the values of numerical expressions that include those numbers.

Algebra: Participants will demonstrate that they are skilled at symbolic reasoning and use algebraic skills and concepts to model a variety of problem-solving situations. Participants will demonstrate that they understand the power of mathematical abstraction and symbolism.

Functions: Participants will demonstrate an understanding of functions and their relation to modeling, algebra, and equations.

Modeling: Participants will demonstrate the process of using mathematical tools and methods to support the learning of useful skills and procedures, develop logical thinking, solve problems, and promote student discourse and reflective discussion. Participants are seen as a guide or facilitator, allowing students to come up with a solution, make suggestions, and ask questions.

Geometry: Participants will demonstrate an understanding of axiomatic systems and different forms of logical arguments. Participants will demonstrate that they understand, can apply, and can prove theorems relating to a variety of topics in two- and three-dimensional geometry, including coordinate and transformational geometry.

Statistics and Probability: Participants will demonstrate that they can analyze categorical and measurement data. Participants will demonstrate that they can solve problems make inferences using statistics and probability distributions.

Science

Professional development in Science will be aligned with and directly related to State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks, and State assessments. Through the professional development, participants will demonstrate an understanding of the Science (including science and engineering practices, crosscutting concepts, and disciplinary core idea) contained in the *Next Generation Science Standards* as outlined in the *Science Framework for California Public Schools: Kindergarten Through Grade Twelve (2002)* from an advanced standpoint. To ensure a rigorous view of Science, participants in Level II professional development will demonstrate a deep conceptual knowledge of Astronomy, Geodynamics, Earth Resources, Ecology, Genetics and Evolution, Molecular Biology and Biochemistry, Waves, Forces and Motion, Electricity and Magnetism, Heat Transfer and Thermodynamics, the Structure and Properties of Matter. To ensure that participants have the prerequisite knowledge, skills, and abilities necessary to succeed in Level II professional development, Level I will focus on fundamental themes.

Astronomy: Participants will demonstrate an understanding of the foundations of the astronomy. Participants will demonstrate knowledge of the structure and composition of the universe including stars and galaxies and their evolution. Participants will demonstrate knowledge of how and why the moon's appearance changes during the four-week lunar cycle. Participants will demonstrate knowledge of the solar system.

Geodynamics: Participants will demonstrate knowledge of geodynamic processes and plate tectonics. Participants will demonstrate knowledge of how surficial processes and agents such as waves, wind, water, and ice are slowly modifying Earth's land surface. Participants will demonstrate knowledge of how weathering, transport, and deposition of sediment are related to this reshaping. Participants will demonstrate knowledge of rocks that allows us to understand geologic history and the evolution of life on Earth.

Earth Resources: Participants will demonstrate knowledge of solar energy and its relation to air movements that result in changing weather patterns. Participants will demonstrate knowledge of the transfer of energy through radiation and convection. Participants will demonstrate knowledge of different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. Participants will demonstrate knowledge of the utility of energy sources as determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

Ecology: Participants will demonstrate knowledge of how organisms in ecosystems exchange energy and nutrients among themselves and with the environment. Participants will demonstrate knowledge of the ability to identify factors that affect organisms within an ecosystem, including natural hazards and human activity.

Genetics and Evolution: Participants will demonstrate knowledge of how biological evolution accounts for the diversity of species that developed through gradual processes over many generations.

Molecular Biology and Biochemistry: Participants will demonstrate knowledge of the principles of chemistry that underlie the functioning of biological systems. Participants will demonstrate knowledge of the properties of biochemical compounds that make them essential to life. Participants will demonstrate knowledge of cell and organism biology and their underlying structures. Participants will demonstrate knowledge of important cellular processes. Participants will demonstrate that they can describe and give examples of how the anatomy and physiology of plants and animals illustrate the complementary nature of structure and function. Participants will demonstrate understanding of physical principles that underlie biological structures and functions, as well as the application of these principles to important biological systems.

Waves, Forces, Motion: Participants will demonstrate knowledge that all waves have a common set of characteristic properties. Participants will demonstrate the ability to describe and predict the behavior of waves, including light waves, sound waves, and seismic waves. Participants will demonstrate knowledge of how various lenses work. Participants will demonstrate the ability to describe the motion of an object and understand the relationships among its velocity, speed, distance, time, and acceleration. Participants will demonstrate knowledge of the relationship among force, mass, and acceleration. Participants will demonstrate knowledge of Newton's laws.

Electricity and Magnetism: Participants will demonstrate knowledge of electric and magnetic phenomena and their relationship.

Heat Transfer and Thermodynamics: Participants will demonstrate knowledge of how heat flows in a predictable manner. Participants will demonstrate knowledge of how many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.

Structure and Properties of Matter: Participants will demonstrate knowledge of the more than 100 elements of matter that exist, each with distinct properties and a distinct atomic structure. Participants will demonstrate knowledge of macroscopic and microscopic properties of matter including intermolecular and intra-molecular forces. Participants will demonstrate knowledge of how the periodic table is constructed and the periodic trends in chemical and physical properties that can be seen in the table and the structure of atoms. Participants will demonstrate knowledge of how chemical reactions are processes that involve the rearrangement of electrons to break and form bonds with different atomic partners.

**CALIFORNIA STANDARDS
FOR THE
TEACHING PROFESSION**

STANDARDS 3 AND 4.2

Standard 3: Understanding and Organizing Subject Matter for Student Learning

The teacher:

- 3.1 demonstrates knowledge of subject matter and student development
- 3.2 organizes curriculum to support student understanding of subject matter
- 3.3 interrelates ideas and information within and across subject matter areas
- 3.4 develops student understanding through instructional strategies that are appropriate to the subject matter
- 3.5 uses materials, resources and technologies to make subject matter accessible to students

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

The teacher:

- 4.2 Establishes and articulates goals for student learning

The CDE and the CCTC, 1997. California Standards for the Teaching Profession: A Description of Professional Practice for California Teachers. Sacramento, CA

Lesson Plan to Demonstrate Completion

District/School/County Office:

Teacher:

Assignment:

- Special Education
- Alternative Programs
- Rural

Core academic area:

- English Math
- Social Science Science

Grade level/
Course:

A Standard to be taught (If only a portion of the standard is to be taught, indicate which portion):

B Teacher input:

C Student work to be assigned:
(Attach, if need be)

Lesson Plan to Demonstrate Completion (continued)

Criteria for Completion:

To be filled out by the professional development instructor

A Standard to be taught (If only a portion of the standard is to be taught, indicate which portion):

- Is the standard in A congruent with the core academic area?
- Is the standard in A consistent with the grade level? (CSTP 3.1)

B Teacher input:

- Does the teacher input in B fully address the core subject content in standard in A? (CSTP 3.1)

C Student work to be assigned:

- Does the Student work to be assigned in C fully address the core subject content in standard in A? (CSTP 3.1)

Signature _____ Date _____

APPENDIX B

Criteria for Acceptable Coursework

To determine the acceptability of a particular course, official transcripts must indicate that the institution is accredited and that the course is non-remedial. Additionally, courses must be in a subject directly related to the core academic area in question. Education, education methodology classes, and courses outside the department may be counted if the district/county determines that the course furthers the understanding of the subject matter contained in the State Board of Education (SBE) approved academic content standards as outlined in each of the appropriate California curriculum frameworks. To be acceptable, each course must be presented from an advanced standpoint and relate to secondary standards; consequently, personal enrichment-type courses are not generally acceptable. A course description may be required to verify content. Depending on course title and/or course description, the disciplines listed below **may** be counted toward meeting the unit requirement in the corresponding core academic content area.

English: If the district/county determines that a given course furthers the understanding of the subject matter contained in the California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects as outlined in the SBE-Adopted ELA/ELD Framework, courses in disciplines such as the following **may** be counted: communications, critical thinking, composition, creative writing, debate, drama, forensics, grammar, humanities, journalism, language structure, linguistics, literature, mass media, poetry, public speaking, reading, speech, and theater arts.

Mathematics: If the district/county determines that a given course furthers the understanding of the subject matter contained in the California Common Core State Standards: Mathematics as outlined in the Mathematics Framework Chapters from an advanced standpoint, courses in disciplines such as the following **may** be counted: accounting, computer science, quantitative analysis, quantitative logic, and statistics.

Science: If the district/county determines that a given course furthers the understanding of the subject matter contained in the Next Generation Science Standards as outlined in the appropriate *Science Framework for California Public Schools: Kindergarten Through Grade Twelve* from an advanced standpoint, courses in disciplines such as the following **may** be counted: anatomy, astronomy, biology, botany, chemistry, earth science, chemical reactions, cosmology, ecology, energy, environmental science, evolution, forestry, genetics, geosciences, geology, meteorology, mechanics, oceanography, paleontology, physics, physical anthropology, physiology, structure and stability, thermodynamics and zoology.

Social Science: If the district/county determines that a given course furthers the understanding of the subject matter contained in the SBE approved *History-Social*

Science Content Standards for California Public Schools as outlined in the *History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve* from an advanced standpoint, courses in disciplines such as the following **may** be counted: cartography, civics, contemporary issues, cultural anthropology, current events, economics, ethnic studies, geography, government, history, law, politics, political science, and sociology.

APPENDIX C

Title IX, Section 9101(34) of the ESEA.

(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of title II); and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology

applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

NOTE: The California Department of Education's *HQT Guide* (September 2015) requires that Standards-aligned professional development be aligned to the K–12 content standards and corresponding frameworks.