

No Child Left Behind (NCLB)

**California's
Verification Process for 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

The California High School Exit Examination (CAHSEE) and the California Academic Content Standards are foundational to California's accountability system. Their purpose is to ensure that students who graduate from California high schools will have the content knowledge and skills to compete in the global economy. Students must have the opportunity to learn what is required for high school graduation regardless of the size or setting of their high school experience whether it is an opportunity class, a juvenile court school, a special education setting, or a small rural school.

The California Subject Matter Verification Process for Middle and High School Level Teachers in Special Settings (VPSS) recognizes the importance of the California Academic Content Standards, the California Standards Test (CST), the California High School Exit Exam (CAHSEE), and California high school graduation requirements in its approach to developing and verifying subject matter competency and pedagogical practices for teachers in these special settings.

The requirements for core academic subject matter competency emphasizes the specific subject matter content needed by teachers to teach their students concepts and skills from the California Academic Content Standards to be successful on the CAHSEE, demonstrate proficiency on the CSTs, and complete their high school graduation requirements. In order for teachers to demonstrate subject matter competency 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 No Child Left Behind (NCLB) Act of 2001 provide for the development of an advanced certification process; this process must enhance the teachers academic knowledge, and pedagogical practices to improve student achievement. Completion o the VPSS process will provide teachers in special settings, secondary special education, secondary alternative education and secondary small rural school achievement schools, an advanced certification verifying they have acquired both the content and skills necessary to provide a rigorous academic program to students in special settings.

Introduction

The No Child Left Behind Act of 2001, signed into law by President Bush on January 8, 2002, reauthorized the Elementary and Secondary Education Act (ESEA) of 1965, and required significant changes and sweeping reforms by establishing five performance goals:

1. All students will attain proficiency in reading and mathematics by 2014.
2. All English learners will become proficient in reading/language arts and mathematics.
3. All students will be taught by highly qualified teachers by the end of the 2005-06 school year.
4. All students will learn in schools that are safe and drug free.
5. All students will graduate from high school.

To meet the key performance goal that all students will be taught by highly qualified teachers' regulations were established to delineate foundational requirements for teachers. A teacher of NCLB core academic subjects must have:

1. A bachelor's degree
2. The appropriate state credential or have an intern credential for no more than three years, and
3. Demonstrate subject matter competency in each subject taught

All elementary, middle, and high school teachers assigned to teach NCLB core academic subjects were to meet NCLB teacher requirements by June 2006. Overall, California has made good progress in meeting the goal. However, secondary special education teachers who teach two or more core academic subjects, teachers in small rural school districts; and teachers in alternative education programs face unique challenges.

The VPSS provides an opportunity for teachers in special programs to develop the content and pedagogical skills necessary to ensure students are academically successful while meeting NCLB teacher requirements. The goal of the VPSS process is to ensure that teachers have the subject matter competency and skills to ensure that students can meet the California Academic Content Standards, pass the CAHSEE achieve proficiency on the CSTs, and graduate from high school.

Authorization for the Process

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 competency and become highly qualified. The 2006 Budget Act (Chapter 47, Statutes of 2006), Line Item #6110-001-0890 Schedule (1) Provision 40 provides 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 NCLB; therefore NCLB subject matter competency is not the same as subject matter competency requirements as defined by the California Commission for Teacher Credentialing (CCTC) for a credential.

Research Rationale for the Process

This new advanced certification combines subject matter coursework from an accredited college or university and content specific professional development that is intensive 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 academic content standards, the CAHSEE, and the CSTs. 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. Recent 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 result 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, the California Core Academic Standards, the CAHSEE and the CSTs. 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, organized in two levels, and meets NCLB criteria for high quality professional development. The detailed professional development criterion for approval is outlined in Appendix A.

Additionally, the VPSS process meets NCLB 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.

Teachers Who Qualify to Use the Process

To demonstrate NCLB High Quality Teacher compliance using the VPSS Process the teacher must:

1. Have at least a bachelors degree;
2. Have a California State credential or have an Intern Certificate/Credential for no more than three years;
3. Have demonstrated NCLB High Quality Teacher compliance in one NCLB Core Academic Subject as defined in NCLB (20 USC 9101 [11]) including elementary multiple subjects; and
4. Be assigned to teach one or more core academic subjects in the following settings:
 - Secondary special education settings: A secondary special education teacher is eligible for this process if providing primary instruction in core academic subjects to students with disabilities who are not assessed with the California Alternative Performance Assessment (CAPA), regardless of the instructional setting. A special education teacher must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.
 - Secondary alternative programs: As specified by California *Education Code (EC)* Section 44865, secondary alternative programs are limited to the following: home teacher; hospital classes; necessary small high schools; continuation schools; alternative schools; opportunity schools; juvenile court schools; county community schools; and community day schools. An alternative education teacher must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.

- Secondary Small Rural School Achievement (SRSA) Programs: Eligible teachers must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment in an SRSA school to demonstrate subject matter competence in the necessary core academic subjects. The teachers in this setting have options for demonstrating core academic subject matter competence under the SRSA flexibility granted by the ED. See the description of this flexibility in the Glossary of Terms.

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.

Other Processes Teachers May Use

Refer to the *NCLB Teacher Requirements Resource Guide*, (TRRG) available at <http://www.cde.ca.gov/nclb/sr/tq/documents/nclbresourceguide.pdf> for the options for demonstrating core academic subject competence for teachers that are considered “new” and “not new” to the profession and teaching the elementary or secondary curriculum level. The options available for demonstrating subject matter competency 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 TRRG, and the subject matter specifications in Appendix A; the superintendent of a district or county office 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 NCLB 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 NCLB 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 hours based. However, it is unlikely that the Level I activities could not be substantively addressed in less than 36 hours and that Level II activities could not 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 process 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.

Beginning Teacher Support and Assessment: With the passage of Senate Bill 2210 (Liu) in 2004, holders of preliminary multiple and single subject credentials may choose to clear their credentials without induction; however, Beginning Teacher Support and Assessment programs may provide options for new teachers who need subject matter competency through the individual induction plan. Research indicates a strong correlation with teachers who have successfully completed induction programs and their student's academic success. Therefore, the CDE strongly recommends that teachers new to the profession participate in district induction programs.

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 NCLB compliant. Additionally, NCLB Title II, Part A, funds are to be used to help teachers meet highly quality status. Districts, schools, and county offices can also access professional development funds from the Assembly Bill 825 Professional Development Block grant.

How the Process is Monitored

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

Example of the Process

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). This is what his or her form would look like as the teacher initiates the process.

The teacher is highly qualified in both Math and Social Studies (via coursework and exam) and therefore is eligible to use the VPSS process to obtain advanced certification in English and science.

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					

Time Line for the Process

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

Reporting Requirements

This teacher is reported, on California Basic Education Data System-Professional Assignment Information Form (CBEDS-PAIF) as highly qualified for Social Science and Math; however they would be reported as not-highly qualified for English and Science until they complete the VPSS process in the particular subject.

Professional Development Rationale and Implementation Guidelines

High Quality Professional Development

The professional development components must meet the NCLB standards for High Quality Professional Development (Appendix C). An event meets the NCLB 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 NCLB high quality professional development specifications and rubrics see Appendix A.

Rationale for the Professional Development Requirements

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 5.1, 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 CAHSEE and CSTs for secondary-levels.

Assessment of Subject Matter Competency

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 the California high quality professional development specifications and rubrics outlined in the *NCLB Professional Development Resource Guide*.

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

The Certificate of Subject Matter Compliance Steps to the Completion of the Certificate of Subject Matter Compliance

1. Meet with each teacher assigned to teach a NCLB 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 Subject Matter Compliance, attach the required documentation and submit it for superintendent approval.
3. If participation in the VPSS process 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 Subject Matter 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 the 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 teachers are NCLB-compliant. Additionally, NCLB Title II, Part A and AB 825 funds should be used to help teachers meet this goal.

GLOSSARY OF TERMS

Acceptable Courses for Subject Matter

To determine the acceptability 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 SBE approved Content Standards for California Public Schools as outlined in the appropriate Framework for California Public Schools: Kindergarten through Grade Twelve. 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 NCLB compliance purposes, a college or university may be accredited by either a national or a regional accrediting agency. For example, the 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 NCLB compliance.

Alternative Programs

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 NCLB)

- (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 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 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 *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve*. 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 *Content Standards for California Public Schools* as outlined in the corresponding *Framework for California Public Schools: Kindergarten through Grade Twelve* from an advanced standpoint. At least 36 hours is required to substantively address subject matter content at this level.

California Commission for Teacher Credentialing

The CCTC is the licensing agency for all teacher preparation programs in California and issues all California teaching credentials.

CCTC Subject Matter Program Standards for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competency 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.

CCTC Subject Matter Examinations for Single Subject Teaching Credentials

In California, candidates for Single Subject Teaching Credentials are required to demonstrate competency in the subject matter they will be authorized to teach. Such subject matter preparation examinations must meet Subject Matter Requirements (SMRs) set by the CCTC which are aligned with kindergarten

through 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 5.1

- 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
- 5.1 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 competency requirement for certification by taking examinations. The examinations which were developed by the CCTC are offered in most credential areas. The examinations of the CSET reflect the recently revised kindergarten through grade twelve California Student Academic Content Standards.

Compliance, Monitoring, Interventions and Sanctions (CMIS) Program

The CDE is responsible for monitoring the implementation of the state plan of action to meet the NCLB 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 competency requirement of NCLB. 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 competency requirements if he or she assists students with study skills or organizational skills, and reinforces instruction that the child students with disabilities has already received from a teacher who is NCLB compliant.

Core Academic Subjects

NCLB 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 Subject Matter Verification Process for Secondary Teachers in Special Settings social science encompasses civics/government, economics, history, and geography which aligns with California's single subject social science credential.

Local Educational Agency

The LEA is a district or a county office of education or a direct funded charter.

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 NCLB, then the teacher would use the options for secondary school teachers for verifying NCLB subject matter competence. (See the *TRRG*.)

Small Rural School Achievement Programs (SRSA)

The SRSA program provides eligible LEAs with greater flexibility in using certain federal formula grant funds. It also may provide additional funds to support a wide range of activities that promote student achievement. Participation in SRSA is limited to those LEAs that meet the following criteria:

1. The district/county must have a total average daily attendance (ADA) 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 (NCES) **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 on 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 NCLB-compliant credential 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 competency in a core academic subject to serve in that assignment. However, he or she may choose to demonstrate subject matter competency through the Subject Matter Verification Process for Secondary Teachers in Special Settings. With regard to Non-Public Schools, please note the passage of Assembly Bill 1858 changed California *EC* 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 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 California Core Academic Standards, the CAHSEE and the CSTs. The format will be similar to that used for the CSET preparation program and content will also be aligned with 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 5.1 and will assess the subject matter knowledge of each participant. A copy of CSTP 3 and 5.1 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 CAHSEE and CSTs 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 NCLB criteria for High Quality Professional Development (Appendix C: *Title IX*, Section 9101 (34) of 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, CDE anticipates that less than 36 hours each would be insufficient.

Assessment of Subject Matter Competency

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 State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the *English-Language Arts Content Standards for California Public Schools (1997)* as outlined in the *Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve (1999)*.

To ensure a rigorous view of English/Language Arts as a core academic area participants will know and apply effective reading and writing strategies related to Linguistics, Language, and Literacy. Participants will also demonstrate understanding of Literature and Textual Analysis and Composition and Rhetoric. 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. Participants will be competent readers and writers, who know and apply effective reading strategies and compose thoughtful, well-crafted responses to literary and non-literary texts.

Linguistics, Language, and Literacy: Participants will describe and explain cognitive elements of the reading processes (for example, decoding and encoding, construction of meaning, recognizing and using text conventions of different genres). They will also demonstrate a variety of metacognitive strategies for making sense of text (For example, pre-reading activities, predicting, questioning, word analysis, and concept formation). These reading skills will include but are not limited to word analysis, fluency, and systemic vocabulary development. Many California students come from a variety of linguistic and socio-cultural backgrounds; consequently, they face specific challenges in mastering the

English language. The diversity of this population requires participants to understand the principles of language acquisition and development. They must also demonstrate that they are knowledgeable about the nature of human language, language variation, language subsystems, and historical and cultural perspectives on the development of English.

Literature and Textual Analysis: Because literary analysis presumes an in-depth exploration of the relationship between form and content, the professional development should embrace representative selections from different literary traditions and major works from diverse cultures. A comprehensive study of multicultural writers as well as Shakespeare and other works from the traditional canon remain integral to the secondary school curriculum. Participants will demonstrate an ability to apply etymological and morphological knowledge to word meanings, particularly words derived from Greek and Latin roots. Participants will be able to analyze informational and literary works, focusing on such elements as character, theme, and literary elements.

Rhetoric, Composition, Conventions: Participants will analyze various text structures including but not limited to narrative, expository, response to literature, persuasive, and summary. Participants will write extended essay responses to literary and non-literary texts identifying specific themes and perspectives. These responses will establish a clear focus and maintain a consistent tone. Participants will demonstrate that they are competent writers and speakers who are able to communicate appropriately in various rhetorical contexts, using effective text structures, word choice, sentence variety, standard and advanced research methods as needed. Additionally, participants will demonstrate a command of written and oral conventions of Standard English. They will identify methods of sentence construction (for example, sentence combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers). Participants will analyze parts of speech and their distinctive structures and functions (for example, noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations). They will also describe the forms and functions of the English verb system (for example, modals, verb complements, and verbal phrases). To demonstrate subject matter knowledge as well as rhetorical and linguistic facility, participants will use a variety of strategies to organize, develop, revise, and research. The *English-Language Arts Content Standards for California Public Schools (1997)* recommends such strategies as graphic organizers, outlines, notes, charts, summaries, or précis to clarify and record meaning.

Social Science

Professional development in history and social science will be aligned with and directly related to State academic content standards, student academic achievement standards, 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 (2001)* 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 will analyze the geographic, political, economic, religious, and social structures of World Civilizations found in the *History-Social Science Content Standards*. This will include analyzing the impact of human interaction with the physical environment and the fundamental role geography played in human development. Participants will be able to compare and contrast the political philosophies of Eastern and Western Civilizations. They will analyze the emergence of developed economies and the influence the economy had on people, politics, and the expansion of empires. Participants will demonstrate a basic understanding of Judaism, Christianity, Islam, Buddhism, and Hinduism, and have an ability to compare and contrast the basic tenets of the five major world religions. Participants will analyze the social structures of each civilization looking at religious, political, and social hierarchies.

Civics, U.S. History: Participants will demonstrate that they have knowledge of the principles of both civics and American democracy and they can analyze how those principles are put into practice in American politics and government. Participants will describe and analyze the social, political, and economic developments of the American people. They will be able to compare and contrast the different geographic areas of the U.S. and the effect of geography on the economy, politics, and social structures. Participants will analyze primary and secondary sources of U.S. history using an awareness of multiple historical and geographical perspectives. Participants will demonstrate an understanding of the causes and consequences of significant wars, social, and religious movements.

Economics: Economic themes are intrinsic to all social science content domains. Therefore, participants will demonstrate the ability to explore issues that feature both theoretical and applied economics, and a knowledge of the principles of economics, both in relation to the United States economy and to the international economy. Participants will demonstrate that they have knowledge of methods of analysis, including the use of marginal analysis, equilibrium analysis, micro and macro analysis, and positive and normative analysis.

Geography: Participants will demonstrate that they have knowledge of the five basic themes of geography: location; place; human and environmental interaction; movement; and regions. Participants will demonstrate that they have basic map and globe skills, such as latitude/longitude, relative location, distance/direction,

scale, legend, map projections, and distortion categories to describe and analyze the world from a geographic perspective.

Mathematics

Professional Development in mathematics will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the subject matter contained in the *Mathematics Content Standards for California Public Schools (1997)* as outlined in the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve (1999)* from an advanced standpoint.

To ensure a rigorous view of mathematics and its underlying structures, participants will demonstrate deep conceptual knowledge of Algebra, Number Theory, Geometry, Probability, and Statistics. 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.

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.

Number Theory: Participants will demonstrate that they can prove and use properties of natural numbers. Participants will demonstrate that they can formulate conjectures about the natural numbers using inductive reasoning, and verify conjectures with proofs.

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.

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

Science

Professional development in Science will be aligned with and directly related to State academic content standards, student academic achievement standards, and State assessments. Through the professional development, participants will demonstrate an understanding of the Science contained in the *Science Content Standards for California Public Schools (1998)* 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 5.1**

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 5: Assessing Student Learning

The teacher:

- 5.1 establishes and communicates learning goals for all students

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: <input type="checkbox"/> Special Education <input type="checkbox"/> Alternative Programs <input type="checkbox"/> Rural	Core academic area: <input type="checkbox"/> English <input type="checkbox"/> Math <input type="checkbox"/> Social Science <input type="checkbox"/> 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 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 SBE approved Content Standards for California Public Schools as outlined in the appropriate *Framework for California Public Schools: Kindergarten through Grade Twelve*. 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 Area.

English: If the district/county determines that a given course furthers the understanding of the subject matter contained in the *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve* as outlined in the *Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, 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 SBE approved *Mathematics Content Standards for California Public Schools* as outlined in the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve* 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 SBE approved *Science Content Standards for California Public Schools* 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 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 *NCLB Teacher Requirements Resource Guide* (March 1, 2004) requires that Standards-aligned professional development be aligned to the K-12 content standards and corresponding frameworks.