

## **Program Standard 19: Teaching English Learners**

*In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners and demonstrate the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.*

### **Program and Implementation Plan**

Standard 19 requires that induction programs build on the knowledge, skills and abilities acquired during professional preparation for the delivery of comprehensive, specialized instruction for English learners. All multiple and single subject credential candidates must receive substantive preparation to teach English learners in their professional preparation and induction programs.

The Sacramento BTSA Consortium Professional Teacher Induction Program provides multiple opportunities for the participating teacher to demonstrate his or her ability to teach under the weekly guidance of a personal coach (support provider). The participating teacher and support provider meet together an average of two (2) hours a week for 29 of the 36 school weeks each year for two years. Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the *California Standards for the Teaching Profession (CSTP)* through use of state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers (CFASST)*. The elements of Standard 19 are met as the participating teacher completes each CFASST event or as the participating teacher describes how and to what degree he or she meets those elements that are exceptionally individual and personal.

Many of our support providers and participating teachers have completed their Cross-cultural, Language and Academic Development (CLAD) certification. For those who have not, we offer classes through our S3superstrategies.sat (Professional Development Saturdays) that target the issues and concerns raised in Standard 17. State-certified

trainers in the Towards Equity Program teach these classes. Each year our classes are full and the feedback from participants has been very positive. The Sacramento BTSA Consortium Professional Teacher Induction Program Leadership understands how critical it is to the success of our students that their teachers are knowledgeable about these issues and have the skills and abilities that will permit every student to have optimum access to learning the core curriculum. There it is vital that our support providers be able to guide their participating teachers in understanding how to apply the knowledge they learned in their Teacher Preparation Program and how to enhance and improve their skills and ability in reaching every student successfully. That no student is left behind.

Through the use of formative assessment and guided reflection the participating teacher develops and strengthens his or her ability to meet the *California Standards for the Teaching Profession* (CSTP) through use of state curriculum frameworks and instructional materials, and state adopted academic student content and performance standards. The Sacramento BTSA Consortium Professional Teacher Induction Program fully implements the *California Formative Assessment and Support System for Teachers* (CFASST). The elements of Standard 19 are met as the participating teacher completes each CFASST event and/or as the participating teacher describes how and to what degree he or she meets those elements individually and personally in the Comment Box.

The Sacramento BTSA Consortium Professional Teacher Induction Program's external evaluator, Dr. Lois Rolland, has agreed to work with us to imbed within our future surveys of participating teachers and support providers questions regarding Standard 19 in order for us to better assess their knowledge as well as the appropriate application of this knowledge.

### **Comment Box**

For the Induction Program Standards 15-20, the participating teacher will explain and site evidence in the MyBTSA web site Comment Box specifically how he/she has extended, implemented and applied the knowledge identified by the element learned in his/her Teacher Preparation Program. We have listed in the MyBTSA database for each element of the Induction Program Standards 15-20 possible sources of evidence for the participating teacher and the support provider to consider. Essential training is being developed for support providers regarding this section of the program requirements and the documentation on the database. Support providers must be fully knowledgeable regarding these new program standards and their elements in order to guide the conversations and focus of the participating teacher as they progress through the twelve (12) *California Formative Assessment and Support System for Teachers* (CFASST) events. The support provider will verify on MyBTSA that the participating teacher has successfully met each element once the participating teacher has completed the Comment Box.

*See Evidence #1 at the end of Standard 19: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 19.*

19(a) *Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

Identify resources available in the school and district to meet the needs of English Learners. Date review of district purposes, goals and the adopted instructional program for English Learners established with support provider, Weekly Conversations with support provider, site administrator conferences, faculty meetings, community resources. Comment Box.

19(b) *Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiries 2 (Establishing an Environment for Student Learning), 4 (Assessing Student Learning Over Time, 9 (Designing a Lesson Series), and 11 (Assessing Student Learning Over Time), Events 3 and 5 (Profiles of Practice Observations), and Event 10 (Components of Effective Instruction). Weekly Conversations with support provider, Observations (Profiles of Practice), Hot Topics, S<sup>3</sup>superstrategies.sat., district seminars and workshops, professional readings. Comment Box.

19(c) *Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 3 and 5 (Profile of Practice Observations), Inquiries 4 (Assessing Learning Experiences), 9 (Designing a Lesson Series), 11 (Assessing Student Learning Over Time), the collected student work and its assessment from 1 English Learner, Weekly Conversations with support providers. Reflective writings, Case studies, disaggregated student assessment data. Comment Box.

19(d) *Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiries 4 (Assessing Learning Experiences) 9 (Designing a Lesson Series), CFASST Events 3 and 5 (Profiles of Practice Observations) and CFASST Events 8 (Applying Framework to Practice) and 10 (Components of Effective Instruction), the collected student work and assessment to determine the level of learning of the core curriculum. Weekly Conversations with support providers, Curriculum links from the BTSA web site and the Sacramento County Office of Education Web site (<http://www.scoe.net/> and <http://www.btsasacramento.org>).  
Comment Box.

19(e) *Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Event 1 and 7 (Class, School, District, Community Profile (CSDC), CFASST Inquiries 4 (Assessing Learning Experiences) and 11 (Assessing Student Learning Over Time), CFASST Events 3 and 5 (Profiles of Practice Observations), and Weekly Conversations with support providers. The collected student work and its assessment from 1 English Learner with dates. Disaggregated student assessment data. Reflective writing. Professional Readings. Case Study.  
Comment Box.

19(f) *Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiries 4 (Assessing Learning Experiences) and 11 (Assessing Student Learning Over Time), CFASST Events 3 and 5 (Profiles of Practice Observations), and Weekly Conversations with support providers, the collected student work and its assessment from 1 English Learner. With appropriate dates. Professional Readings. Case Study. Evidence of student learning through disaggregated student assessment data, pre and post. Comment Box.

19(g) *Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

List of available resources used. CFASST Events 1 and 7 (Class, School District and Community Profiles), Inquiry 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series). Professional Readings. Community Resources. Internet links to English Language Learners Curriculum through the BTSA and Sacramento County Offices of Education web sites - (<http://www.scoe.net/> and <http://www.btsasacramento.org>). Comment Box

19(h) *Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Events 1 and 7 (Class, School, District and Community Profiles), Inquiry 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series). Weekly Conversations with support provider, reflective writings, professional readings. Hot Topics, S<sup>3</sup>superstrategies.sat, district seminars and workshops. Comment Box

19(i) *Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

List of available resources used. CFASST Events 1 and 7 (Class, School District and Community Profiles), Inquiry 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series). Weekly Conversations with support providers, the collected student work and its assessment from 1 English Learner. Comment Box

19(j) *Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiry 2 (Establishing an Environment for Student Learning). Weekly Conversations with support providers, the collected student work and its assessment from 1 English Learner. CFASST Events 3 and 5 (Profiles of Practice Observations). Reflective writing. Comment Box.

*19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.*

Sources of Evidence for the Participating Teacher and Support Provider to consider:

CFASST Inquiry 2 (Establishing an Environment for Student Learning). Lesson Plans. Weekly Conversations with support providers, the collected student work and its assessment from 1 English Learner. CFASST Events 3 and 5 (Profiles of Practice Observations). Disaggregated student assessment data, pre and post do demonstrate growth. Parent Conferences and communication. Accommodations for non-English speaking parents/guardians. Comment Box.

**What evidence will be collected to show that each teacher fulfills the goals of each of these elements?**

Each teacher documents in MyBTSA the meeting of each of these elements by:

- (1) Identify and assess your level of skill and knowledge as you enter the BTSA Induction Program. Describe
- (2) how you have demonstrated growth in your continuing development of skill and knowledge as a professional educator, and
- (3) how your students have demonstrated growth in learning because you have applied these skills and knowledge in your teaching.
- (4) Be clear.
- (5) Identify the evidence that supports and documents how you meet this standard.
- (6) Describe how you used this evidence in your professional practice.

For each individual element within Standard 19, the participating teacher will:

**Review the full text of Standard 19a:**

Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.

Where or how you may have met this standard:

Identify resources available in the school and district to meet the needs of English learners; date review of district purposes, goals and the adopted instructional program for English learners with established with Support Provider; weekly conversations with support provider; site administrator conferences; faculty meetings; community resources

Describe specifically how have you demonstrated in your teaching that you have met Standard 19a:

**Review the full text of Standard 19b:**

Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers

Where or how you may have met this standard:

CFASST Inquiries 2 (Establishing an Environment for Student Learning), 4 (Assessing Student Learning Over Time), 9 (Designing a Lesson Series), and 11 (Assessing Student Learning Over Time); Events 3 and 5 (Profiles of Practice Observations), and Event 10 (Components of Effective Instruction); weekly conversations with support provider; Hot Topics; S3 SuperStrategies.Sat; district seminars and workshops; professional readings

Describe specifically how have you demonstrated in your teaching that you have met Standard 19b:

**Review the full text of Standard 19c:**

Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.

Where or how you may have met this standard:

CFASST Events 3 and 5 (Profile of Practice Observations); Inquiries 4 (Assessing Learning Experiences), 9 (Designing a Lesson Series), and 11 (Assessing Student Learning Over Time); the collected student work and its assessment from one English learner; weekly conversations with Support Providers; reflective writings; case studies; disaggregated student assessment data

Describe specifically how have you demonstrated in your teaching that you have met Standard 19c

**Review the full text of Standard 19d:**

Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.

Where or how you may have met this standard:

CFASST Inquiries 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series); CFASST Events 3 and 5 (Profiles of Practice Observations), 8 (Applying Framework to Practice), and 10 (Components of Effective Instruction); the collected student work and its assessment to determine the level of learning of the core curriculum; weekly conversations with support providers; curriculum links from the BTSA web site and the Sacramento County Office of Education Web site (<http://www.scoe.net> and <http://www.btsasacramento.org>)

Describe specifically how have you demonstrated in your teaching that you have met Standard 19d

**Review the full text of Standard 19e:**

Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California’s English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

Where or how you may have met this standard:

CFASST Events 1 and 7 (Class, School, District and Community Profiles); CFASST Inquiries 4 (Assessing Learning Experiences) and 11 (Assessing Student Learning Over Time); CFASST Events 3 and 5 (Profiles of Practice Observations); weekly conversations with Support Providers; collected student work and its assessment from one English learner with dates; disaggregated student assessment data; reflective writing; professional readings; case study

Describe specifically how have you demonstrated in your teaching that you have met Standard 19e:

**Review the full text of Standard 19f:**

Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.

Where or how you may have met this standard:

CFASST Inquiries 4 (Assessing Learning Experiences) and 11 (Assessing Student Learning Over Time); CFASST Events 3 and 5 (Profiles of Practice Observations); weekly conversations with Support Providers; collected student work and its assessment from one English learner with appropriate dates; professional readings; case study; evidence of student learning through disaggregated student assessment data, pre and post

Describe specifically how have you demonstrated in your teaching that you have met Standard 19f:

**Review the full text of Standard 19g:**

Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.

Where or how you may have met this standard:

List of available resources used; CFASST Events 1 and 7 (Class, School District and Community Profiles); Inquiries 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series); professional readings; community resources; Internet links to English Language Learners Curriculum through the BTSA and Sacramento County Offices of Education web sites (<http://www.scoe.net> and <http://www.btsasacramento.org>)

Describe specifically how have you demonstrated in your teaching that you have met Standard 19g:

**Review the full text of Standard 19h:**

Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

Where or how you may have met this standard:

CFASST Events 1 and 7 (Class, School, District and Community Profiles); Inquiries 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series); weekly conversations with support provider: reflective writings; professional readings; Hot Topics; S3 SuperStrategies.Sat; district seminars and workshops

Describe specifically how have you demonstrated in your teaching that you have met Standard 19h:

**Review the full text of Standard 19i:**

Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.

Where or how you may have met this standard:

List of available resources used; CFASST Events 1 and 7 (Class, School District and Community Profiles); Inquiries 4 (Assessing Learning Experiences) and 9 (Designing a Lesson Series); weekly conversations with Support Provider; collected student work and its assessment from one English learner

Describe specifically how have you demonstrated in your teaching that you have met Standard 19i:

**Review the full text of Standard 19j:**

Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways

Where or how you may have met this standard:

CFASST Inquiry 2 (Establishing an Environment for Student Learning); weekly conversations with Support Provider; collected student work and its assessment from one English learner; CFASST Events 3 and 5 (Profiles of Practice Observations); reflective writing

Describe specifically how have you demonstrated in your teaching that you have met Standard 19j

**Review the full text of Standard 19k:**

Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

Where or how you may have met this standard:

CFASST Inquiry 2 (Establishing an Environment for Student Learning); weekly conversations with Support Provider; collected student work and its assessment from one English learner; CFASST Events 3 and 5 (Profiles of Practice Observations); disaggregated student assessment data, pre and post demonstrate growth; parent conferences and communication; accommodations for non-English speaking parents/guardians

Describe specifically how have you demonstrated in your teaching that you have met Standard 19k:

At Hot Topics and SuperSaturday Professional Development Days, participating teachers and their support providers have the opportunity to explore in instructional strategies necessary for English Learners to develop academic language, understand the content of grade level curriculum, and to develop critical thinking skills.

The following courses are offered.

03/29/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society AM</a>	SuperSaturdays	University of Phoenix - Roseville
03/29/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society PM</a>	SuperSaturdays	University of Phoenix - Roseville
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society AM</a>	SuperSaturdays	University of Phoenix - Roseville
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society PM</a>	SuperSaturdays	University of Phoenix - Roseville
11/02/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society AM</a>	SuperSaturdays	University of Phoenix - Roseville
11/02/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- k-12 A Guide for Teaching and Learning in a Multicultural Society PM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners AM</a>	SuperSaturdays	University of Phoenix - Roseville
04/05/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners PM</a>	SuperSaturdays	University of Phoenix - Roseville
02/01/2003	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners AM</a>	SuperSaturdays	University of Phoenix - Roseville
02/01/2003	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners PM</a>	SuperSaturdays	University of Phoenix - Roseville
10/05/2002	8:00 AM - 11:30 AM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners AM</a>	SuperSaturdays	University of Phoenix - Roseville
10/05/2002	12:30 PM - 3:30 PM	<a href="#">SuperSaturday- Grades k-12 Meeting the Needs of English Learners PM</a>	SuperSaturdays	University of Phoenix - Roseville

**Even with intense support provider training, how will you know that they will be able to effectively guide participating teacher's through these elements?**

The support provider will document the participating teacher using methods and strategies outlined in Chapter 7 of the *Reading / Language Arts Framework*, “Universal Access to the Language Arts Curriculum” to meet the needs of English Learner students.

For two years each participating teacher will focus on one English Learner student and work with his/her support provider to continuously improve their skills and abilities for providing effective instruction for English Learners. Participating teachers and support providers use student work to plan, teach, and reflect upon the impact of their instruction.

District-adopted materials at the elementary level provide strategies designed to support English Learners, such as Specially Designed Academic Instruction in English (SDAIE)/universal access strategies, through supplemental materials in Open Court, Scott Foresman, and in secondary, Holt Reinhart Winston (HRW). Many of our districts have also adopted core ELD texts for use in grades 7-12.

During the Profiles of Practice, SPs document each PT’s use of appropriate materials and strategies for English Learners.

**Please explain how each element is addressed by the CFASST events.**

While completing the Class, School, District, Community (CSDC) Profile in Events 1 and 7, each PT identifies the EL population in his/her classes. SPs work with each PT to identify structures and resources that would be helpful for his/her work with this population.

Each participating teacher identifies contact people in the CSDC Events 1 & 7. These resource people would include the English Language Intensive Literacy (ELIL) Program Coordinator, reading specialists, coaches, and at the secondary level, the site administrators who are assigned the ELD Department in some of our districts. Teaching associates are also available to assist English Learners in the classroom in some of our districts.

Participating teacher/support provider interactions during every *CFASST* event center on the strategies used to support the English Learner’s academic achievement. During the Class, School, District, Community Profile (CSDC) they examine the English Learner’s language proficiency data, including the California English Language Development Test (CELDT) and Primary Language Test, which are referenced throughout the *CFASST* events. With ongoing review, the (CSDC) is revised.

During the Profiles of Practice, the support provider documents the participating teacher’s use of a variety of well-planned teaching strategies that make content comprehensible to English Learners.

Each participating teacher will also use district-adopted materials for entry level, progress monitoring, and summative assessment of English Learners, as demonstrated in the CFASST events described below which specifically address the needs of the participating teacher's focus students – one of whom is an English Learner.

Examples:

Each participating teacher examines assessment data of English Learner students in Events 1 (CSDC), 4 (Inquiry Assessing Instructional Experiences), 7 (CSDC), 9 (Inquiry Designing a Standards-Based Lesson Series), and 11 (Inquiry Assessing Student Learning Over Time).

Each participating teacher analyzes the characteristics of his/her English Learner focus student before he/she accurately selects or designs appropriate assessments in Events 4 (Inquiry Assessing Instructional Experiences), and 11 (Inquiry Assessing Student Learning Over Time).

Each participating teacher sets goals for English Learners and adjusts the instructional strategies, activities, and materials to make content relevant and accessible in Events 3 and 5 (Profiles of Practice), and 9 (Inquiry Designing a Standards-Based Lesson Series).

Each participating teacher is asked to reflect on evidence of student learning for his/her focus English Learner students in Events 3 and 5 (Profiles of Practice), 9 (Inquiry Designing a Standards-Based Lesson Series), 11 (Inquiry Assessing Student Learning Over Time), and 6 and 12 (Summary of Growth and Colloquium Planning).

Each participating teacher examines evidence of student learning for the English Learner student by examining student work in Events 3 and 5 (Profiles of Practice), 9 (Inquiry Designing a Standards-Based Lesson Series), and 11 (Inquiry Assessing Student Learning Over Time).

Each participating teacher uses data from the CELDT and the Standardized Testing and Reporting program (STAR), and in addition to classroom entry-level assessments, to diagnose students' language abilities to develop effective standards-based lessons to maximize students' success. This is supported in the following CFASST events:

Each participating teacher examines assessment data of English Learner students in Events 1 (CSDC), 4 (Inquiry Assessing Instructional Experiences), 7 (CSDC), 9 (Inquiry Designing a Standards-Based Lesson Series), and 11 (Inquiry Assessing Student Learning Over Time).

Each participating teacher sets goals for English Learners and adjusts the instructional strategies, activities, and materials to make content relevant and accessible in Events 3 and 5 (Profiles of Practice), and 9 (Inquiry Designing a Standards-Based Lesson Series).

Each participating teacher is asked to reflect on evidence of student learning for his/her focus English Learner students in Events 3 and 5 (Profiles of Practice), 9 (Inquiry Designing a Standards-Based Lesson Series), 11 (Inquiry Assessing Student Learning Over Time), and, 6 and 12 (Summary of Growth and Colloquium Planning).

Each PT examines evidence of student learning for the EL student by examining student work in Events 3, 5 (Profiles of Practice), 9 (Inquiry Designing a Standards-Based Lesson Series), and 11 (Inquiry Assessing Student Learning Over Time).

*Evidence #1 at the end of Standard 19: Chart - California Formative Assessment and Support System for Teachers (CFASST) aligned to Standard 19.*

**Program Standard 19: Teaching English Learners**

	<b>Knows purpose of State adopted instructional programs (a)</b>	<b>English Language Development (b)</b>	<b>Assesses Students Proficiency in English and meets their needs (c)</b>	<b>Uses a variety of teaching strategies (d)</b>	<b>Interprets Assessments of English Learners CELDS/ELDT (e)</b>
<b>Event 1</b>	CSDC	CSDC	CSDC	CSDC	CSDC
<b>Event 2</b>	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan
<b>Event 3</b>	Lesson Plan	Lesson Plan	Observation	Observation	Observation
<b>Event 4</b>	Lesson Plan	Lesson Plan	Observation	Lesson Plan	Lesson Plan
<b>Event 5</b>	Lesson Plan	Lesson Plan	Observation	Lesson Plan	Lesson Plan
<b>Event 6</b>					
<b>Event 7</b>	CSDC	CSDC	CSDC	CSDC	CSDC
<b>Event 8</b>	Framework	Framework	Framework	Framework	Framework
<b>Event 9</b>	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan
<b>Event 10</b>	Reflection	Reflection	Reflection	Reflection	Reflection
<b>Event 11</b>	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan
<b>Event 12</b>					

**Program Standard 19: Teaching English Learners**

<b>Event 2</b>	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Lesson Plan	Observation
<b>Event 3</b>	Observation	Observation	Observation	Observation	Observation	Observation
	<b>Interprets Assessments and implements with the State Adopted content standards (f)</b>	<b>Uses support services (g)</b>	<b>Applies and delivers instruction to student's individual needs (h)</b>	<b>Uses students Prior knowledge (i)</b>	<b>Equitable Learning Environment (j)</b>	<b>Works with diverse students (k)</b>
<b>Event 1</b>	CSDC	CSDC	CSDC	CSDC	CSDC	CSDC
<b>Event 4</b>	Lesson Plan	Lesson Plan	Lesson Plan	Observation	Observation	Observation
<b>Event 5</b>	Lesson Plan	Lesson Plan	Observation	Observation	Observation	Observation
<b>Event 6</b>						
<b>Event 7</b>	CSDC	CSDC	CSDC	CSDC	CSDC	CSDC
<b>Event 8</b>	Framework	Framework	Framework	Framework	Framework	Framework
<b>Event 9</b>	Lesson Plan	Lesson Plan	Observation	Observation	Observation	Observation
<b>Event 10</b>	Reflection	Reflection	Reflection	Reflection	Reflection	Reflection
<b>Event 11</b>	Lesson Plan	Lesson Plan	Observation	Observation	Observation	Observation
<b>Event 12</b>						