Department of Special Education  
San José State University  
Qualifications for Endorsement to Work with English Learners  
CTC Standard 19: Professional Development for ECSE

Student/Candidate, this form must be completed by your principal or designated administrator, based on work you have done after applying for the Preliminary Education Specialist Credential. Work done previously does not apply to meet this requirement.

Candidate’s Name _______________________________________
Current candidate’s position/role ____________________________
Instructional level: _____ K-6      ____  K-8      ___  6-8/9   ___  9-12      __ Birth-K
Subjects candidate teaches: _____________________________________________
SJSU Department Chairs approval:_______________________________________

Note to the Administrator: Please read carefully the following checklist. The California Commission on Teacher Credentialing requires that we provide verification that candidates can apply what they have learned to their work with English Learners in their daily interactions with them. You and/or your designee are the persons most closely working with the candidate. Please provide us the following information, so that we are able to incorporate it into our material support for the request of a ELA endorsement for this candidate. Reminder: Work with EL’s must be considered direct instruction.

<table>
<thead>
<tr>
<th>Element Description</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>1 Attends professional development sessions that enhance the knowledge, skills and abilities to teach English Learners.</td>
<td>Attach list of staff development or workshops attended, and proof of participation. <strong>Minimum of 10 hours required.</strong></td>
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| 2 Knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. | How well? Select the rating that best applies.  
- **1.** Poor  
- **2.** Low  
- **3.** Satisfactory  
- **4.** Strong  
- **5.** Superior |
| 3 Knows local and school organizational structures and resources designed to meet the needs of English learners. | How well? Select the rating that best applies.  
- **1.** Poor  
- **2.** Low  
- **3.** Satisfactory  
- **4.** Strong  
- **5.** Superior |
| 4 Knows the purposes, contents and uses of California’s English Language Development Standards and English Language Development Test. | How well? Select the rating that best applies.  
- **1.** Poor  
- **2.** Low  
- **3.** Satisfactory  
- **4.** Strong  
- **5.** Superior |
| 5 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 State-adopted content standards for students. | How well? Select the rating that best applies.  
- **1.** Poor  
- **2.** Low  
- **3.** Satisfactory  
- **4.** Strong  
- **5.** Superior |
| 6 Demonstrates the skills and abilities to use English language development methods and strategies as part of the approved program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level program for English speakers. | How well? Select the rating that best applies.  
- **1.** Poor  
- **2.** Low  
- **3.** Satisfactory  
- **4.** Strong  
- **5.** Superior |
| 7 Demonstrates ability to appropriately use | How well? Select the rating that best |
adopted instructional materials and strategies for English learners, based on students’ assessed proficiency in English, and in their first language, when available.

8. Demonstrates 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.

9. 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.

10. 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.

11. Develops appropriate and meaningful learning experiences that draw on students’ prior knowledge and experiences.

12. Understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.

13. 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.

14. Provides an equitable learning environment that encourages students to express meaning in a variety of ways.

15. Effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.

How well? Select the rating that best applies.

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I certify that this candidate has worked effectively with English Learners under my supervision, or my designee’s, for at least 15 hours of direct instruction to EL’s with disabilities.

Administrator’s Name (printed): ___________________________ Date: __________

Position: ______________________________ School: ________________________

Signature: ___________________________________________