

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

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 to 5

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.**

	Element Description	Evidence
1	Attends professional development sessions that enhance the knowledge, skills and abilities to teach English Learners.	Attach list of staff development or workshops attended, and proof of participation. Minimum of 10 hours required.
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.	applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
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.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
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.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
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.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
11.	Develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
12.	Understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
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.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
14.	Provides an equitable learning environment that encourages students to express meaning in a variety of ways.	How well? Select the rating that best applies. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior
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. --1. Poor __ 2. Low __ 3. Satisfactory __ 4. Strong __ 5. Superior

I certify that this candidate has worked effectively with English Learners under my supervision, or my designee's, for at least 20 hours of direct instruction to EL's with disabilities.

Administrator's Name (printed): _____ Date: _____

Position: _____ School: _____

Signature: _____