

# CALIFORNIA STATE BOARD OF EDUCATION

1430 N Street, Room 5111  
P.O. Box 944272  
Sacramento, CA 94244-2720  
916-319-0827



April 3, 2003

TO: Members, State Board of Education

FR: Deborah Franklin, Education Policy Consultant

RE: Item 23, AB 75 Principal Training Program (Chapter 697, Statutes of 2001): Including, but not Limited to, Modifications and Clarifications of Criteria and Guidelines for Provider Applicants and Local Education Agencies

At its February 2003, the State Board directed staff to review of the current State Board-adopted criteria and guidelines for AB 75 providers to ascertain whether additional guidance for applicants is necessary to clarify the requirements for congruency and consistency with AB 466 professional development and sufficiency of focus on the adopted instructional materials. Department staff and other stakeholders were to assist in the review. Since that time, with the assistance of staff in the Professional Development Unit, Board staff reviewed the criteria and determined that modifications and clarification were necessary.

The Board and Department staff workgroup developed a draft of proposed modifications and clarifications that was sent to all current AB 75 providers and the Curriculum and Instruction Steering Committee (CISC) of the California County Superintendents Educational Services Association (CCSESA) for their review and comment. CCSESA staff also reviewed the workgroup's draft document. The workgroup made substantive changes in response to the comments and concerns it received. The attached proposed modifications and clarifications reflect those changes.

The proposed modifications and clarifications are in two areas: (1) the guidelines and requirements for all training provider applications and (2) the specific training curriculum requirements for Module 1, the portion of the training that focuses on instructional leadership and support of student instructional programs. The guidelines and requirements for all training provider applications were modified to emphasize AB 75's congruency and consistency with AB 466 and to clarify the expectations for qualifications and expertise of those providing the training. The Module 1 modifications strengthen the focus on the adopted instructional materials by requiring a specific number of hours of instructional on the components of the Module 1 training curriculum. In addition, the requirements for training for high school level administrators were modified to further differentiate it from both the middle and elementary school level training.

The proposed modifications and clarifications will strengthen the training provided to school site administrators under the AB 75 Principal Training Program. A recommendation for State Board action follows.

**RECOMMENDATION:**

Board staff recommends that the State Board

1. Approve the proposed modifications and clarifications to the AB 75 Criteria and Guidelines as presented by staff, including any modifications to other sections of the Criteria and Guidelines that may be necessary to be consistent with these proposed modifications and clarifications.
2. Authorize the Executive Director to approve the final version of the amended AB 75 Criteria and Guidelines to be posted on the AB 75 web site as guidance for provider applicants.
3. Direct that AB 75 provider applications that were provisionally approved in February 2003 and all future applications be reviewed under the modified AB 75 Criteria and Guidelines.

Attachments:

[Section III](#) Guidelines and Requirements for All Training Provider Applications

[Section IV](#) Curriculum Guidelines and Criteria for Elementary School Level and Middle School Level

[Section IV](#) Curriculum Guidelines and Criteria for High School Level

**Section III – Guidelines and Requirements for All Training Providers Applications**

If the provider(s) develops and proposes a well-designed Principal Training Program that successfully meets or exceeds the overall criteria, as well as the criteria for each Module for which approval is sought, they will be approved as an AB 75 training provider. The ultimate goal is to develop principals who can establish sound and clear instructional goals, who can collaboratively develop data-driven decisions, and be knowledgeable about academic content and effective instructional strategies, and who have the skills to lead a school through powerful academic instructional program change.

All provider applications are to include: a program description; a comprehensive curriculum package; evidence of quality trainers; description of training methods and delivery, evaluation assurances and delivery; and a statement about proprietary rights.

<b>Proposal Components</b>	<b>Provider Must Include in Application:</b>	<b>Format and Placement in application:</b>
<b>A. Program Description</b>	<ul style="list-style-type: none"> <li>• One copy of completed application form.</li> <li>• A brief introduction identifying the module(s) that are being submitted and any clarification, if necessary, of proprietary rights. Local board adopted programs (from the SBE adopted program(s) list for K-8 only) and materials that are included in Module 1 must be listed and identified by program name, publisher and grade-level.</li> <li>• A description of how the program will provide intensive and ongoing, professional development in the AB 75 Content areas, both as part of the Institute and Follow-up Practicum Services.</li> <li>• A description of how the provider will collaborate with and support LEAs to ensure training is congruent and consistent with current teacher professional development efforts in districts and schools and is linked to the intent and focus of AB 75 and, for Module 1 applications, with AB 466.</li> <li>• For Module 1, a statement of assurance that training will focus on local board adopted programs (from the SBE adopted programs list (K-8)) and materials appropriate to the needs of participants in a class. Module 1 shall cover one program for elementary level (English/language arts OR mathematics); two programs for middle grades (English/language arts AND mathematics); and no more than two core subject areas for high school level with either English/language arts or mathematics for one of the core subject areas. Reading/English /Language Arts intervention programs on the SBE adopted programs list may be used for all school levels.</li> <li>• For Module 1, a description of how the curriculum will be directly linked, congruent and consistent with AB 466 professional development efforts with teachers and instructional aides or paraprofessionals in the district and other improvement efforts for low-performing and hard-to-staff schools. This applies to all districts regardless of participation in AB 466 training.</li> </ul> <p><b>Module 1: Elementary and Middle School Levels</b></p> <ul style="list-style-type: none"> <li>• A minimum of 34 hours of Module 1 Institute must cover the local board adopted program (from the SBE adopted programs list (K-8)) for the elementary and middle school levels including their embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies, and assessments.</li> </ul> <p><b>Module 1: High School Level</b></p> <ul style="list-style-type: none"> <li>• A minimum of 32 hours of Module 1 Institute must cover the local board adopted program (from the locally adopted programs list (9-12)); curricular frameworks; standards, and research; content, concepts, and instructional strategies; support systems; assessment; communications and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Place Application form at beginning of application packet or binder.</li> <li>• The Program Description is to be written in narrative format and should be approximately five to seven pages. Applications must include detail sufficient for the reviewers to clearly understand how the program is structured, and how the provider will work with LEAs to ensure relevance and consistency with LEA professional development efforts.</li> </ul>

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<b>B. Curriculum</b>	<ul style="list-style-type: none"> <li>• All applicants must submit a comprehensive curriculum package. The curriculum must include the trainer manual, which includes a timed agenda, lesson plans, all overheads, and citations for all instructional materials used in the training. Include hard copies of articles to clarify curriculum content.</li> <li>• For Module 1, ELEMENTARY AND MIDDLE SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> <li>(1) Up to 4 hours for state/district vision, plan and expectations;</li> <li>(2) A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, and the content, concepts, instructional strategies and assessments;</li> <li>(3) A minimum of 2 hours for support systems and communications and technologies.</li> </ul> </li> <li>• For Module 1, HIGH SCHOOL LEVELS, the timed agenda for the Institute training curriculum must include: <ul style="list-style-type: none"> <li>(1) Up to 8 hours for state/district vision, plan and expectations;</li> <li>(2) A minimum of 32 hours training on the instructional program; curricular frameworks; standards, research; content, concepts, and instructional strategies; support systems; assessment; and communications and technologies.</li> </ul> </li> <li>• Written assurance that all program participants will receive a participant manual that contains the timed agenda, copies of overheads or PowerPoint presentations, listing of relevant citations and resources, and other materials that will assist the participant in successful implementation of the program content.</li> </ul> <p>NOTE: Specific criteria for training curriculum content are found in Section IV.</p>	<ul style="list-style-type: none"> <li>• Timed Agenda</li> <li>• Training Curriculum Manual</li> <li>• Overheads to be used</li> <li>• Citations for all materials to be used.</li> <li>• Hard copies of articles to clarify curriculum content.</li> </ul>

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<b>C. Qualifications and Expertise</b>	<p>The quality of any curricular program is enhanced by the quality and expertise of its instructors. The Principal Training Program requires all applicants to demonstrate their capacity to obtain and sustain quality instruction. State Board of Education approved training providers are responsible for maintaining and monitoring the quality of the curriculum and instruction.</p> <p><b>ALL APPLICATIONS MUST INCLUDE:</b></p> <ul style="list-style-type: none"> <li>• Resumes and a detailed description of all lead trainers for all modules. Include documentation of relevant training provided to site administrators and a list of previous clients.</li> <li>• Description of how lead trainers and module instructors are certified as a member of the Principal Training Program training team including: 1) minimum qualifications required of additional personnel if added to the training team; 2) description and number of days of training provided to instructors, and 3) ongoing quality control process and professional development for instructors to ensure effectiveness of the program.</li> <li>• Written statement from provider assuring capacity to deliver trainings for at least three years from 2002 – 2005.</li> </ul> <p><b>LEAD TRAINERS:</b> Individuals identified by the approved provider to coordinate, implement, monitor, and evaluate the program. Lead Trainers are responsible for the quality of instruction for the program and for overseeing professional development training for Module Instructors. All Lead Trainers must meet the following qualifications:</p> <ul style="list-style-type: none"> <li>• A California Professional Clear Administrative Services Credential and /or documented expertise and experience in the areas of focus listed in AB 75 Legislation.</li> <li>• Thorough knowledge and depth of understanding for AB 75 Module intent and content.</li> <li>• <u>Lead Trainer as sole instructor for Module 1:</u> Thorough knowledge and depth of understanding for AB 75 Module intent and content <b>AND</b> an in-depth understanding of English/ language arts and/or mathematics as demonstrated by: 1) An advanced degree in Curriculum Development, English/language Arts, and /or mathematics; <b>OR</b> 2) is an AB 466 Training Provider.</li> </ul> <p><b>MODULE INSTRUCTORS:</b> Individuals contracted by providers to conduct classes for the program. Module Instructors must meet the following qualifications:</p> <ul style="list-style-type: none"> <li>• Documented expertise and experience in the appropriate areas of focus listed in AB 75 legislation.</li> <li>• Thorough knowledge and depth of understanding for AB 75 Module intent and content.</li> <li>• <u>Module 1 Instructors:</u> All of the Module Instructor qualifications plus thorough knowledge of one or more local board adopted program(s) on which they will provide training (from the SBE adopted programs list (K-8)) as demonstrated by documented experience as an AB 466 trainer OR evidence of completion of an appropriate AB 466 Institute training and significant experience as a content expert, coach, lead teacher or specialist.</li> </ul> <p style="text-align: center;"> <b>MODULE 1 MUST BE DELIVERED BY A MODULE 1 LEAD TRAINER  OR  BY A COMBINATION OF A LEAD TRAINER <u>AND</u> A MODULE 1 INSTRUCTOR (S)</b> </p>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Resumes and/or detailed descriptions of qualifications of Initial Team of Lead Trainers and other pertinent personnel</li> </ul>

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<p style="text-align: center;"><b>D. Training Methods and Delivery</b></p>	<ul style="list-style-type: none"> <li>• Description of how the provider will collaborate with LEAS to ensure that principals and vice principals receive Institute training and a Follow-Up Practicum that is focused on local board adopted programs and appropriate to the school level and school site to which participants are assigned.</li> <li>• Written statement of assurance that the program has the capacity to serve the total number of participants and that the class size will not exceed 35 participants (with 1 instructor for up to 24 participants and 2 instructors for 25-35).</li> <li>• Estimate of the number of authorized trainers to be available in 2002-03, 2003-04, and 2004-05.</li> <li>• Description of any distance learning technology used for the delivery of the Institute or Follow-Up Practicum (only necessary if proposed by provider under special circumstances).</li> <li>• Written statement of assurance that any technology on which participants will be trained (e.g. software applications) is practical, available at the participant schools, likely to be utilized by participants, and related to the AB 75 Content Area goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative</li> <li>• Statements of Assurances</li> </ul>

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<b>E. Evaluation and Reporting</b>	<ul style="list-style-type: none"> <li>• Agree to collect and report attendance data on all participants to LEAs including: Name, School, Title; Address, and Attendance and retain back-up copies of these document.</li> <li>• Agree to administer Institute survey, rating quality of instructors and the content of the institute on the final day of each Module.</li> <li>• Agree to support the LEA in meeting CDE requirements to collect and report information needed for interim and final reports for submission to the legislature (Cit: Education Code Section 44516 (a) (b)).</li> <li>• For Module 3, agree to collaborate with LEA to administer state-designated technology pre- and post-assessments, to satisfy Bill and Melinda Gates Foundation Grant requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Statements of Assurances</li> </ul>

Proposal Components	Provider Must Include in Application:	Format and Placement in application:
<b>F. Assurance of Proprietary Rights</b>	<p>Proprietary Rights means the applicant has exclusive legal rights to the curriculum-training package submitted for approval. Applicants must include a statement of acknowledgement and acceptance of proprietary rights.</p>	<ul style="list-style-type: none"> <li>• Statement may be included as part of the introductory letter and / or at the end of the program description narrative.</li> </ul>

## **Module 1: Leadership and Support of Student Instructional Programs**

### **AB 75 Content Areas 2, 3, and 4**

If principals serve as effective instructional leaders, they will increase their overall student achievement, as measured by CAT 6, the California standards tests, and other assessments, and decrease the time required to effectively implement their instructional strategy. Specifically, the training program for AB 75 content areas 2, 3, and 4 will build skills and capacity necessary to: 1) establish and communicate state and district visions and goals for student focused instructional improvement; 2) create awareness and familiarity with state standards for all instructional team members and core subjects; 3) guide the full implementation of approved instructional program texts and materials; 4) direct and support proven staff training and professional development activities for uniform instruction and materials use; 5) manage data and assessment for the purpose of guiding teacher decisions regarding student interventions and school site instructional practices; and 6) fully utilize technology and fiscal and human resources for the purpose of student academic success.

Principals must be prepared to lead their schools through powerful academic improvement program change that produces improved student achievement and school success.

### **CLARIFICATION:**

Approved training providers will offer training for Module 1 that addresses one of the following grade levels with focus on specific local board-adopted program(s) and materials. If participants desire training on additional programs, it is suggested that they attend additional Module 1 training sessions.

*Requirements for coverage of standards-based, adopted instructional materials by school levels:*

<b>ELEMENTARY (K-5/6)</b>	<b>MIDDLE (6-8)</b>	<b>HIGH (9-12)</b>
ONE academic core content area: either reading-language arts <u>OR</u> mathematics  Module 1 content may only address one academic core content area. This replaces the “Both Optional” language in original criteria.	TWO academic core content areas: English, reading-language arts (either 6-8 basic or intervention programs), and mathematics (both are required)	ONE or TWO academic core content area or combinations: English/reading-language arts, mathematics, history-social science, science  One academic core area must be either English / language arts or mathematics. Intervention programs in Reading / language arts will be accepted a core academic content area.

**CURRICULUM GUIDELINES AND CRITERIA**  
**AB 75 Content Areas 2, 3, and 4**

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Resource Materials – All Levels</b>	<ul style="list-style-type: none"> <li>• Information on how to access current and relevant resource materials, including state curricular frameworks; scientific research findings on instructional practices; and other pertinent materials to supplement the training curriculum (related to content of Institute training).</li> <li>• Instruction on accessing and utilizing electronic resources, including:               <ul style="list-style-type: none"> <li>– Core academic standards on line (by grade level and content area).</li> <li>– STAR and API reports.</li> <li>– California Learning Resources Network (CLRN) approved supplemental electronic learning resources aligned with state academic content standards.</li> </ul> </li> <li>• Full display of district-adopted instructional program materials – teacher editions (minimally those grade levels featured in the Institute).</li> <li>• Participant training manual that includes an approximate agenda, a majority of overheads used by the provider/instructor, a majority of materials for activities, and reference list for a majority of materials and citations used in presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Acquire a set of high quality materials for the principal’s professional library to reinforce learning and be available as reference material.</li> <li>• Be able to access core academic standards on line, by grade level and content area.</li> <li>• Be able to access STAR and API data on line by district/school.</li> <li>• Be able to access and utilize California Learning Resources Network (CLRN) to review supplemental electronic learning resources for alignment with state academic content standards.</li> <li>• Be able to recognize and quickly reference adopted instructional materials.</li> <li>• Be able to refer to training manual and, when appropriate, be able to use materials with staff.</li> </ul>	<p>√</p> <p>√</p>

**CURRICULUM GUIDELINES AND CRITERIA – ELEMENTARY SCHOOL LEVEL**

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Elementary School Level</b>			
<b>Focus &amp; Intent -- Elementary School Level</b>	<ul style="list-style-type: none"> <li>• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the State Board) <b>one</b> of the academic core content areas of reading-language arts or mathematics (with option to cover both) with attention to critical instructional practices and strategies embedded in the adopted instructional programs.</li> </ul> <p><b>Training must include:</b></p> <ul style="list-style-type: none"> <li>• Up to 4 hours for state/district vision, plan and expectations;</li> <li>• A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, content, concepts, instructional strategies, and assessments;</li> <li>• A minimum of 2 hours for support systems and communications and technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a working knowledge of key terms.</li> <li>• Understand the priority of specific components at various grade levels, major procedures, content, and strategies of instruction.</li> <li>• Be able to apply knowledge of key components of the adopted instructional programs when working with teachers.</li> <li>• Be able to lead, and effectively support, teachers and staff; achieve credibility as an instructional leader with teachers through familiarity with the district-adopted instructional programs.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Elementary School Level</b>			
<b>Institute Materials – Elementary School Level</b>	<ul style="list-style-type: none"> <li>• Teacher Guide for district-adopted instructional program for English/language arts or mathematics.</li> <li>• Auxiliary Teacher Guides, when appropriate (e.g. guides for extended learning for various student populations: EL, Sp.Ed., GATE).</li> <li>• Handouts of STAR Blueprint for the California Standards Tests, grades 2-6.</li> <li>• Handouts specific to participating districts and not required at time of submission for approval of training curriculum: <ul style="list-style-type: none"> <li>– Local Board, district and school site rules and regulations that govern elementary instructional practices.</li> <li>– District’s current pacing/scheduling guides for adopted instructional programs.</li> <li>– District’s Board policy on instructional minutes for English/language arts and mathematics, K-6.</li> <li>– Guide/checklist for principals to observe classroom instruction.</li> <li>– Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments) and other district tools</li> <li>– District and school level STAR reports from CDE website for most recent year (specific to participant’s district/school)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards.</li> <li>• Achieve confidence to guide teachers’ use of district-adopted, standards-based instructional program materials.</li> <li>• Attain tools and resources to share with teachers.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology	
<b>State / District Vision, Plan &amp; Expectations</b>				
<b>Institute Curriculum – Elementary School Level</b>	<ul style="list-style-type: none"> <li>Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards primarily in English language arts and mathematics at the elementary school level.</li> <li>Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466).</li> <li>Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)].</li> <li>Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002)[not required for submission approval].</li> <li>Description and discussion of the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development (not required for submission)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals.</li> <li>Understand the strategic focus on English-language arts and mathematics for elementary schools.</li> <li>Understand the necessary actions and support systems required to move schools from low to high performing.</li> <li>Understand the required organizational elements that need to be aligned within an academic improvement system.</li> <li>Understand the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.</li> <li>Understand the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.</li> </ul>		
	<p align="center"><b>Curriculum Guidelines &amp; Criteria</b></p> <p><b>Basic training program must offer...</b></p>	<p align="center"><b>Desired Participant Results</b></p> <p><b>Participants will...</b></p>	<p align="center"><b>Applications to Technology</b></p>	
	<b>General Overview of Adopted Instructional Materials</b>			
	<ul style="list-style-type: none"> <li>A general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, student support materials, AV/software/tapes).</li> </ul>	<ul style="list-style-type: none"> <li>Attain a comprehensive awareness of the materials linked to the district-adopted standards-based instructional program (Teacher Guides, student anthologies, student workbooks, assessments, supportive student reading materials, AV/software/tapes).</li> </ul>		

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Curricular Framework, Standards, &amp; Research</b>			
Institute Curriculum – Elementary School Level	Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).	<ul style="list-style-type: none"> <li>Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).</li> </ul>	
Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Content, Concepts, Instructional Strategies</b>			
Institute Curriculum – Elementary School Level	<ul style="list-style-type: none"> <li>Demonstration and discussion of key content, concepts, and instructional strategies embedded in the adopted instructional programs for at least <u>one</u> grade level of the English-language arts and/or mathematics: <ul style="list-style-type: none"> <li>Identify and give examples of key content and concepts covered in program.</li> <li>Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction.</li> <li>Engage participants in activities to describe key strategies: what to look for when observing classroom instruction.</li> <li>Model specific strategies for diverse learners (EL, Sp.Ed., GATE).</li> </ul> </li> </ul> <p>Engage participants in activities to describe effective strategies for diverse learners: what to look for when observing classroom instruction.</p>	<ul style="list-style-type: none"> <li>Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted program.</li> </ul>	

Professional Development Components	<b>Curriculum Guidelines &amp; Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>	<b>Applications to Technology</b>
<b>Support Systems</b>			
<b>Institute Curriculum – Elementary School Level</b>	Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	
Professional Development Components	<b>Curriculum Guidelines &amp; Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>	<b>Applications to Technology</b>
<b>Support Systems</b>			
<b>Institute Curriculum – Elementary School Level</b>	Demonstration and discussion on performing teacher classroom observations on the delivery of key instructional strategies and providing instructional support (e.g. coaching, additional training, sharing of experiences at grade level meeting).	Be able to conduct teacher classroom observations on the delivery of key instructional components; be able to determine needs for additional instructional support.	



Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Communications &amp; Technologies</b>			
<b>Institute Curriculum – Elementary School Level</b>	<ul style="list-style-type: none"> <li>• Identification of school structures and communication procedures and technology which can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results by grade level, every 4 to 6 weeks.</li> <li>• Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student assessment data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle).</li> <li>• Training on adopted instructional program’s software, videos, tapes, and CDs that support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate the need to provide time and guidance to faculty members in developing the meeting agenda, sharing classroom data, and determining action plans based on the discussion about the teaching of reading-language arts or mathematics with the use of the district adopted instructional program, instructional and student data, and the use of technology to aid communications.</li> <li>• Be able to identify existing district technology services to assist with management of instructional and student data (obtained every 6-8 weeks); and offer the rationale for use by teachers (e.g., data-based decisions on modification of instruction; the need to plan additional instruction for groups of students; the need to identify patterns of performance for students who are succeeding and those who are in need of more assistance).</li> <li>• Be able to use and discuss the merits of the adopted instructional programs’ software, videos, tapes, and CDs that support instruction (for both teacher and student).</li> </ul>	

Professional Development Components	<b>Curriculum Guidelines &amp; Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>	<b>Applications to Technology</b>
<b>Focus &amp; Intent – Middle School Level</b>	<ul style="list-style-type: none"> <li>• Training on the State Board-adopted instructional program(s) since January 2001 (or if otherwise waived by the state board) for at least <b>two</b> of the academic core content areas (English, reading-language arts and mathematics), with attention to grade level course content and critical instructional practices and strategies embedded in the adopted instructional programs.</li> <li>• <b>Training must include:</b> <ul style="list-style-type: none"> <li>• Up to 4 hours for state/district vision, plan and expectations;</li> <li>• A minimum of 34 hours training on the instructional program, including the embedded standards, linkages to the curriculum frameworks, content, concepts, instructional strategies, and assessments;</li> <li>• A minimum of 2 hours for support systems and communications and technologies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop a working knowledge of key terms.</li> <li>• Understand priority of specific components at various grade levels, major procedures, content, and strategies of instruction.</li> <li>• Be able to apply knowledge of key components of the instructional programs when working with teachers.</li> <li>• Achieve credibility with teachers through a familiarity with the content of the district-adopted programs.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Institute Materials – Middle School Level</b>	<ul style="list-style-type: none"> <li>• Teacher’s Guide for district-adopted, standards-based instructional program for 6-8 grade level courses included in the training (reading-language arts basic program, 6-8, or reading-language arts intervention program, 6-8; and mathematics basic, 6-7, or algebra, 8).</li> <li>• Auxiliary Teacher’s Guide, when appropriate (e.g. extensions for practice, and supplemental guides for groups of students –EL, GATE, Sp.Ed. etc.).</li> <li>• Handouts, including (provided by the District and not required at time of submission for approval of training curriculum): <ul style="list-style-type: none"> <li>– District’s current pacing/scheduling guides for adopted instructional programs.</li> <li>– District’s Board policy on instructional minutes for reading-language arts and mathematics, 6-8.</li> <li>– Guide checklist for principals to observe classroom instruction.</li> <li>– Examples of entry level, monitoring of progress for delivery of instruction and student achievement, summative student assessments, and other district tools.</li> <li>– STAR Blueprint for the California Standards Tests, grades 6-8.</li> <li>– District and school level STAR reports from CDE website for most recent year (specific to participant’s district/school).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop familiarity with instructional program material organization; how its structural features are used (e.g. weekly/daily lesson planner, teacher script for daily lesson, the components of learning strategies, etc.); and the general coverage of content related to the grade level content standards.</li> <li>• Develop working familiarity with the district-adopted standards-based instructional program materials.</li> <li>• Achieve confidence and ability, through familiarity with program, to guide teachers’ use of district-adopted standards-based instructional program materials.</li> <li>• Attain tools and resources to share with teachers.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Middle School Level</b>	<b>State / District Vision, Plan &amp; Expectations</b>		
	<ul style="list-style-type: none"> <li>• Description and discussion of the state initiative (vision and mission): prepare ALL students to master the world-class, grade level content standards in English-language arts and mathematics.</li> <li>• Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466).</li> <li>• Description of studies, followed with discussion on, standards-based school reform [e.g. Rand Study (March 1998), Dana Center (1999), and Elmore (2001)].</li>   <li>• Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002) [not required for submission approval].</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the state initiatives (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals.</li> <li>• Understand the strategic focus on English-language arts and mathematics content standards for middle schools.</li>   <li>• Understand the necessary actions and support systems required to move schools from low to high performing.</li> <li>• Understand the required organizational elements that need to be aligned within an academic improvement system.</li>   <li>• Understanding of the district’s instructional plan to support the teaching of the content standards through full implementation of the State Board of Education adopted instructional materials for mathematics (January 2001) and reading/language arts/English language development (January 2002).</li> </ul>	

Professional Development Components	<b>Curriculum Guidelines &amp; Criteria</b> <b>Basic training program must offer...</b>	<b>Desired Participant Results</b> <b>Participants will...</b>	<b>Applications to Technology</b>
	<ul style="list-style-type: none"> <li>Description and discussion of the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development [not required for submission approval].</li> </ul>	<ul style="list-style-type: none"> <li>Understand the district's expectations for, and responsibilities of, the principal and vice principal in supporting the district's instructional plan for full implementation of the State Board of Education adopted instructional materials for mathematics and reading/language arts/English language development.</li> </ul>	
<b>General Overview of Adopted Instructional Materials</b>			
	<ul style="list-style-type: none"> <li>Providing a general orientation on the district-adopted instructional materials to be included in the Institute (e.g., Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).</li> </ul>	<ul style="list-style-type: none"> <li>Attain a comprehensive awareness of materials linked to the district-adopted standards-based instructional program (Teacher Guides, student texts, student workbooks, assessments, AV/software/tapes).</li> </ul>	√

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
	<b>Curricular Framework, Standards, &amp; Research</b>		
	<ul style="list-style-type: none"> <li>• Reading and discussion activities to become familiar with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve in-depth familiarity with the state content standards, curricular frameworks, the scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students; and on analyzing and interpreting current STAR results (norm-referenced test and California Standards Tests).</li> </ul>	
	<b>Content, Concepts, Instructional Strategies</b>		
	<ul style="list-style-type: none"> <li>• Demonstration and discussion on key content, concepts, and teaching strategies embedded in the English/reading-language arts and mathematics instructional programs for at least one grade level: <ul style="list-style-type: none"> <li>– Identify and give examples of key content/concepts covered in program.</li> <li>– Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction.</li> <li>– Engage participants in practice activities to describe key strategies for various components.</li> <li>– Model key scaffolding techniques to address needs of diverse learners [e.g., EL, GATE, Sp.Ed., at-risk of grade retention].</li> <li>– Discuss these scaffolding techniques and practice articulating them.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify and articulate the content/concepts and key instructional strategies embedded in the adopted programs.</li> </ul>	√

**Support Systems**

- Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, course-level teacher meetings, scheduling of block classes, selection of teachers for intervention classes, etc.) and planning implementation of new standards-based instructional programs (e.g., plan for implementing intervention program which includes considerations for student placement criteria; scheduling of two-period blocks for intervention program students; assignment, training, and support system for teachers for this program; information to parents on recommended action; etc.).

- Be able to identify several options for assisting with full implementation of the program.

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...	Applications to Technology
<b>Institute Curriculum – Middle School Level</b>	<b>Assessments</b>		
	<ul style="list-style-type: none"> <li>• Identification and discussion on the use of curriculum-embedded assessments provided in the instructional programs and other measurement tools recommended or mandated by the district.               <ul style="list-style-type: none"> <li>– Identify and examine use of tools that assess effectiveness of instructional delivery of program content.</li> <li>– Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program.</li> <li>– Identify and examine use of tools that assess student progress.</li> <li>– Identify and examine effective tools to assess EL student needs.</li> <li>– Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.</li> </ul> </li> <li>• Training on interpretation and use of the STAR results for reading, language arts, and mathematics (SAT 9 and California Standards Tests) and how to interpret Academic Performance Index (API), utilizing technology to aggregate and disaggregate data.               <ul style="list-style-type: none"> <li>– Identify the features of the norm-referenced test and its importance to school wide achievement goals (features: comparative information and disaggregated scores by student populations).</li> <li>– Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by grade level to determine importance of content standard domains and strands.</li> <li>– Study the percentage of students in each performance level of the California Standards Tests for English-language arts and mathematics at district and school site; discuss assumptions about variability in the distribution of scores related to school factors (instructional time, quality of the delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, adequacy of expectations for student work, etc.).</li> <li>– Review and interpret district/school API for most current year.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand the use of curriculum-embedded assessments provided in, or based on, the instructional programs and other recommended or mandated measurement tools, including:               <ul style="list-style-type: none"> <li>– Tools that assess effectiveness of instructional delivery.</li> <li>– Tools that assess EL student needs.</li> <li>– Tools which assess student progress</li> </ul> </li> <li>• Understand how to interpret and use STAR results and the Academic Performance Index with faculty members.</li> </ul>	<p>√</p> <p>√</p>
	<b>Communications &amp; Technologies</b>		
<ul style="list-style-type: none"> <li>• Demonstration and discussion of ways to use technology to support school and teacher monitoring of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track of students who are succeeding and those who need more assistance (within a 6-8 week cycle).</li> <li>• Identification of school structures and communication procedures and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks).</li> <li>• Training on adopted instructional program’s software, videos, tapes, and CDs that support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making.</li> <li>• Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, and determining action plans based on discussions and use of technology to aide communications.</li> <li>• Be able to use and discuss the merits of the adopted instructional programs’ software, videos, tapes, and CDs that support instruction (for both teacher and student).</li> </ul>	<p>√</p> <p>√</p> <p>√</p>	

## CURRICULUM GUIDELINES AND CRITERIA FOR HIGH SCHOOL LEVEL

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
<b>Focus and Intent High School Level</b>	<p><b>Basic training program must offer...</b></p> <ul style="list-style-type: none"> <li>• Training on one or two core academic content areas for local board-adopted standards-based instructional programs for grades 9-12 – English / language arts, mathematics, history-social science, and science. One academic core area must be either English / language arts or mathematics. Intervention programs in Reading/English/language arts will be accepted as a core academic content area.</li> <li>• Training on how to supervise and support teacher delivery of standards-based instruction with emphasis on effective instructional strategies.</li> </ul>	<p><b>Participants will...</b></p> <ul style="list-style-type: none"> <li>• Develop a working knowledge of key terms and the priority of certain components in various courses, major procedures, content, and strategies of instruction.</li> <li>• Be able to apply knowledge of key components of the instructional programs for academic core courses when working with teachers.</li> <li>• Achieve credibility as an instructional leader with teachers through a familiarity with the content of the district-adopted program(s).</li> <li>• Develop an understanding of higher education expectations for high school graduates including A-G course sequence and higher education admission and placement exams.</li> <li>• Be able to provide guidance and support to teachers in the delivery of effective instructional strategies.</li> </ul>

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
<b>Institute Materials – High School Level</b>	<p><b>Basic training program must offer...</b></p> <ul style="list-style-type: none"> <li>• Teacher’s Guides for selected academic core courses.</li> <li>• Auxiliary Teacher’s Guides, when appropriate.</li> <li>• Handouts including: <ul style="list-style-type: none"> <li>- Examples of assessments (entry level, monitoring of progress for delivery of instruction and student achievement, and summative student assessments).</li> <li>- STAR Blueprints for the California Standards Tests, grades 9-11.</li> </ul> </li> <li>• Handouts specific to participating district(s) (not required at time of submission for approval of training curriculum) including: <ul style="list-style-type: none"> <li>- Local Board, district and school site rules and regulations that govern high school instructional practices (e.g., placement of students in courses, homework, course requirements, pre-requisites for courses, grading procedures, roles and responsibilities of principals).</li> <li>- District and school level STAR reports from CDE Web site for most recent year (specific to participants’ district/school site).</li> <li>- District and school level CAHSEE reports and data specific to participants’ district/school site.</li> <li>- District, school site and classroom student assessments.</li> <li>- Guide checklist for principals to use when observing classroom instruction.</li> <li>- Master listing of local board approved, standards-based instructional programs for grades 9-12 for academic core subject areas included by Institute.</li> </ul> </li> </ul>	<p><b>Participants will...</b></p> <ul style="list-style-type: none"> <li>• Develop a working understanding of how instructional program materials are organized by structural features, content features, and teacher/student aides.</li> <li>• Attain tools and resources to share with teachers.</li> </ul>

As demonstrated through documentation of Institute training curriculum and agenda, approximately 8 hours of the total instructional time focused on:

### State/District Vision, Plan & Expectations

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
<b>Institute Curriculum – High School Level</b>	<p><b>Basic training program must offer...</b></p> <ul style="list-style-type: none"> <li>• Description and discussion of state initiative (vision and mission): Prepare ALL students to master the world-class, grade level content standards in English-language arts, mathematics, history-social science, and science.</li> <li>• Explanation of the importance of high expectations, course rigor, and appropriate course placement of all students for student academic achievement.</li> <li>• Explanation and discussion of the importance of literacy as a focus for school-wide reform efforts and the use of appropriate English/language arts intervention materials, adopted by the SBE (January 2002), to support student achievement.</li> <li>• Explanation of the linkages to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals (AB 466).</li> <li>• Description of studies, followed up with standards-based school reform [e.g., Rand Study, March 1998; Dana Center, 1999; and Elmore, 2001].</li> <li>• Description and discussion of the district’s instructional plan to support the teaching of the content standards through full implementation of the local board adopted standards-based instructional materials for mathematics, English /language arts, history-social science, and science [not required for submission approval].</li> <li>• Description and discussion of the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the local board adopted standards-based instructional materials for all academic core subjects [not required for submission approval].</li> </ul>	<p><b>Participants will...</b></p> <ul style="list-style-type: none"> <li>• Understand the state initiative (vision and mission), including the linkage to accountability, standards-based instructional programs, and professional development for most of the state’s teachers, instructional aides/paraprofessionals, and principals.</li> <li>• Understand the necessary actions and support systems required to move schools from low to high performing including a focus on literacy, high expectations for all students, and supervision of teachers in the delivery of standards-based instructional programs.</li> <li>• Understand the required organizational elements that need to be aligned within an academic improvement system.</li> <li>• Understand the district’s instructional plan to support the teaching of the content standards through full implementation of its local board adopted, standards-based instructional materials for mathematics, reading/language arts, history-social science, and science.</li> <li>• Understand the district’s expectations for, and responsibilities of, the principal and vice principal in supporting the district’s instructional plan for full implementation of the local board adopted, standards-based instructional materials for all academic core subjects.</li> <li>• Understand the connection between student achievement and rigorous high school courses and the role of research-based interventions programs to support student achievement.</li> <li>• Understand the strategic focus on English/language arts and mathematics for California High School Exit Exam.</li> </ul>

As demonstrated through documentation of Institute training curriculum and agenda, approximately 32 hours of the total instructional time focused on:

**General Overview of Adopted Instructional Materials; Curricular Frameworks, Standards and Research; Content, Concepts, and Instructional Strategies; Support Systems; Assessments; Communications and Technologies**

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results	
	Basic training program must offer...	Participants will...	
<b>General Overview of Adopted Instructional Materials</b>			
<b>Institute Curriculum – High School Level</b>	<ul style="list-style-type: none"> <li>• A general orientation on the local board adopted, standards-based instructional materials for the core academic subjects to be included in the Institute:               <ul style="list-style-type: none"> <li>- Review any available description of the materials.</li> <li>- Review any available evaluations of these materials (documentation for the local board recommendations for adoption – not required for submission approval).</li> </ul> </li> <li>• Description and discussion of intervention programs currently used by district/school site as well as an overview of interventions programs proved to be effective for high school level students.</li> </ul>	<ul style="list-style-type: none"> <li>• Attain a comprehensive awareness for selection of core academic subject instructional programs.</li> </ul>	
	<p style="text-align: center;"><b>Curriculum Guidelines &amp; Criteria</b></p> Basic training program must offer...	<p style="text-align: center;"><b>Desired Participant Results</b></p> Participants will...	
	<b>Curricular Frameworks, Standards and Research</b>		
	<ul style="list-style-type: none"> <li>• Reading and discussion and activities to become familiar with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students.</li> <li>• Analyzing and interpreting current STAR results (norm referenced test and California Standards Test(s)) and CAHSEE.</li> </ul>	<ul style="list-style-type: none"> <li>• Achieve in-depth familiarity with the state content standards, curricular frameworks, and scientific research – all of which focus on effective instructional strategies for improving achievement of ALL students.</li> <li>• Understand how to analyze and interpret current STAR results (norm referenced test and California Standards Test(s)) and CAHSEE.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
<b>Institute Curriculum High School Level</b>	<b>Basic training program must offer...</b>	<b>Participants will...</b>
	<b>Content, Concepts, Instructional Strategies</b>	
	<ul style="list-style-type: none"> <li>• Demonstration and discussion on key content and concepts and teaching strategies embedded in the instructional program(s) selected for the Institute (may be combinations by grade level and core academic subject areas).</li> <li>• Model key teaching strategies related to content standards, including, as appropriate, the use of technology to enhance and support instruction. <ul style="list-style-type: none"> <li>- Engage participants in practice activities to describe key strategies for various components.</li> <li>- Model key scaffolding techniques to address needs of diverse learners (e.g., EL; Sp.Ed., GATE; at-risk of not passing the California High School Exit Exam).</li> <li>- Discuss scaffolding techniques and practice articulating them.</li> </ul> </li> </ul> <p>Identify and examine the information provided by the publisher designed to assist the teacher in how to plan and modify instruction to help all students meet or exceed standards.</p>	<ul style="list-style-type: none"> <li>• Be able to identify and articulate the content, concepts, and teaching strategies embedded in the adopted programs.</li> <li>• Develop an understanding of standards based instruction that allows discussion of key content and instructional strategies with teaching staff.</li> </ul>
	<p style="text-align: center;"><b>Curriculum Guidelines &amp; Criteria</b></p> <p><b>Basic training program must offer...</b></p>	<p style="text-align: center;"><b>Desired Participant Results</b></p> <p><b>Participants will...</b></p>
<b>Support Systems</b>		
<ul style="list-style-type: none"> <li>• Identification and discussion on effective uses of support systems for teachers (e.g., mentors, coaches, professional development, department or course-level teacher meetings, scheduling common preparation periods, and release time for collaboration).</li> <li>• Description and discussion of how to supervise teachers' delivery of instructional program and what a standards-based instructional classroom looks like.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify several options for assisting teachers with full implementation of the program.</li> <li>• Focus on what an administrator might observe regarding textbook instruction.</li> <li>• Learn teacher evaluation strategies, coaching strategies, and curriculum calibration.</li> </ul>	

Professional Development Components	Curriculum Guidelines & Criteria	Desired Participant Results
<b>Assessments</b>		
<b>Institute Curriculum High School Level</b>	<p><b>Basic training program must offer...</b></p> <ul style="list-style-type: none"> <li>• Identification and discussion on the use of multiple assessments, provided by the district, the school site and the instructional programs. Focused discussions on the following: <ul style="list-style-type: none"> <li>– Identify and examine use of tools that assess student entry level for the specific district-adopted standards-based instructional program.</li> <li>– Identify and examine the assessment tools that the publishers include as part of their instructional materials to provide evidence of students’ progress towards meeting the content called for in the standards and framework.</li> <li>– Identify and examine use of tools that measure the effectiveness of instructional delivery of program content.</li> <li>– Identify and examine tools and strategies to assess the effectiveness of delivery of instruction for students with special needs (i.e. EL, Special Education; GATE; students below grade level).</li> <li>– Examine the use of available data to improve instructional delivery, program offerings, and student achievement.</li> <li>– Identify how to monitor and interpret the data obtained from these tools, utilizing technology as appropriate.</li> </ul> </li> <li>• Training on the interpretation and use of the STAR results for all academic content areas (CAT 6 and California Standards Test) and the California High School Exit Exam.</li> <li>• Training on how to interpret Academic Performance Index (API)</li> <li>• Training on how to utilize technology to aggregate and disaggregate data. <ul style="list-style-type: none"> <li>– Identify the features of the norm-referenced test and its importance or school wide achievement goals (features: comparative information and disaggregated scores by student populations).</li> <li>– Identify the variations in the percentage of test items in the California Standards Tests (Blueprint) by course to determine importance of content standard strands.</li> <li>– Study the percentage of students in each performance level of the California Standards Tests for English language arts and mathematics courses and High School Exit Exam at district and school site.</li> <li>– Discuss assumptions about variability in the distribution of scores related to school factors to identify instructional weaknesses (e.g., instructional time, delivery of instruction, adherence/fidelity to adopted program for adequate coverage of content standards, academic expectations for all students.)</li> <li>– Review and interpret district/school API for most current year.</li> </ul> </li> </ul>	<p><b>Participants will...</b></p> <ul style="list-style-type: none"> <li>• Understand the use of multiple assessments, provided by the district, the school site and the instructional programs. <ul style="list-style-type: none"> <li>- Tools that assess student progress and needs</li> <li>- Tools that assess effectiveness of instructional delivery.</li> </ul> </li> <li>• Understand the use of multiple assessment tools including materials that provide frequent assessments at strategic points of instruction.</li> <li>• Understand the use of pre-tests, unit tests, chapter tests and summative tests.</li> <li>• Understand how to interpret and use results from STAR, California High School Exit Exam, and Academic Performance Index (API) to improve student academic achievement.</li> <li>• Understand how to use technology to aggregate and disaggregate data.</li> </ul>

Professional Development Components	Curriculum Guidelines & Criteria Basic training program must offer...	Desired Participant Results Participants will...
<b>Communications &amp; Technologies</b>		
<b>Institute Curriculum High School Level</b>	<ul style="list-style-type: none"> <li>• Identification of school structures, communication procedures, and technology that can enhance opportunities for teachers to meet and discuss delivery of instruction, pacing, and curriculum-embedded assessment results (every 4-6 weeks).</li> <li>• Demonstration and discussion of ways to use technology to support school and teacher monitoring and reporting of student progress data for purposes of modifying delivery of instruction, planning additional instruction for groups of students, and keeping track on students who are succeeding and those who need more assistance (within a 6-8 week cycle).</li> <li>• Training on adopted instructional program's software, videos, tapes, and CDs that support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to provide time and effective guidance to faculty members in developing meeting agendas, sharing classroom data, determining action plans based on discussions, and using technology to aide communications.</li> <li>• Be able to identify existing technology services to assist management of instructional and student data (obtained every 6-8 weeks); and how such data could offer the administration insight on classroom teacher needs on a regular basis and provide teachers with data for instructional decision-making.</li> <li>• Be able to use and discuss the merits of the adopted instructional program's software, videos, tapes, and CDs that support instruction (for both teacher and student).</li> </ul>