



2



Staffing for Success

Staff Qualifications
Professional Development



Staff Qualifications

The Ventura Unified School District recognizes that well-qualified staff are the key to success for our students. In order to provide the best educational opportunities for English Learners, the District ensures that all teaching personnel, including special education teachers, who teach English Learners hold appropriate certifications. District and site staff work together to provide current information on teachers' qualifications, offer appropriate professional development, and use effective recruitment, hiring and assignment practices.

Teacher Qualifications – VUSD follows the requirements for English Learner instruction set forth by the California Commission on Teacher Credentialing (CTC). These requirements cover three types of instruction:

- ELD – English Language Development
- SDAIE – Specially designed academic instruction in English
- Primary Language Instruction for language development and content instruction taught in the student's first language.

VUSD Certificated Human Resources Department follows an annual cycle to audit and report teachers' qualifications for service to English Learners. Under the California Education Code, as established in response to the Williams Case, whenever 20% of the students in a class are identified as English Learners, the teacher must hold an appropriate authorization for English Learner instruction. The EL Program Credentials Audit follows this sequence:

- **Ongoing** – Teachers in training for authorizations for EL instruction inform the Certificated Human Resources Department of their annual progress. This information is stored in the District's Student Information System (SIS).
- **Early Fall** – Each principal receives a roster of teachers assigned to provide instruction to English Learners without evidence of appropriate teaching authorization or active

training status. Principals confirm and correct this information with staff members and report back to HR Department.

- **Fall** – Each teacher without evidence of appropriate teaching authorization for ELs or active training status is informed of options to apply for an emergency credential and pursue CLAD/CTEL authorization or enroll in training for Certificate of Completion of Staff Development (AB2913), if eligible. Each teacher's status is monitored by the Certificated Human Resources Department. These teachers are advised by the principals regarding consequences of failing to obtain any needed EL authorization.
- **Spring** – Each principal receives a roster of teachers' qualifications for teaching English Learner students. This information is used at the school site to appropriately assign staff. The same information is available to principals throughout the year on the California Teaching Commission and Ventura County Office of Education websites.

It is the principal's duty to take appropriate steps to ensure that English Learners receive instruction from appropriately credentialed staff. These steps include:

- Strategic assignment of English Learners
- Reassignment of staff within a school to adequately meet the needs of English Learners
- Team teaching within or across grade levels
- Designation of specific English Learner authorization required on open assignments. Depending on services to be provided, some assignments are designated as requiring bilingual authorizations.

Recruitment – The Certificated Human Resources Department publishes an annual schedule of recruitment efforts. This recruitment pamphlet allows district staff from the district office and school sites to actively participate in recruitment efforts. These efforts include VUSD career fairs and visitation days, recruitment trips



to universities, participation in the California Association for Bilingual Education Career Faire, and staff presentations to students in university credential programs. Specific emphasis is placed on recruiting qualified teachers with English Learner authorizations.

Transfers – The VUSD transfer policy for teaching personnel allows for principals to consider and select transfer teachers based on identified student and program needs.

In-Training Status – In order for a teacher to be considered actively in training towards an appropriate EL authorization, there must be evidence from the past 12-month period of:

- Participation in training for an SB395 certificate, or
- Possession of an emergency credential and satisfactory evidence of work towards a CLAD or CTEL authorization through university coursework (minimum 6 units/year) or test preparation courses (two tests taken/year).

Requirements for teachers on interim assignment – Teachers who are assigned to teach English Learners but lack the appropriate teaching authorizations are considered to be on “interim assignment.”

- Principals may recommend that temporary teachers on Interim assignment not be rehired for the following year if they have not actively participated in training to obtain appropriate EL authorization.
- Probationary or permanent teachers on interim assignment may not be assigned on an interim basis for the following year. If they do not pursue training to obtain appropriate EL authorization, their assignment options at the school or district level may be limited.

Annual Reports – The VUSD Bilingual Education Programs Department reports teacher qualifications for English Learner instruction in the annual Language Census Report (R-30) to the California Department of Education each spring. This provides school-by-school and district summaries of teachers who provide ELD, SDAIE and Primary Language Instruction, including authorized and in-training staff. The Certificated Human Resources Department conducts annual Williams English Learner audits and completes appropriate reports.

Professional Development

Ventura Unified School District provides training for all staff who work with English Learners, including administrators, paraeducators, counselors, site teachers, district specialists, district office personnel, and site office personnel to ensure full implementation of the EL Master Plan and preparation to meet the District's goals for English Learners.

The Bilingual Education Programs Department works together with staff development planners from other district departments, Ventura Adult and Continuing Education (VACE) and school sites to provide coordinated and research-based training promoting the California Standards for the Teaching Profession. Staff also participate in professional development opportunities offered by the California Department of Education, Ventura County Office of Education, the California Literacy Project, California Association for Bilingual Education, and California Association for Teachers of English to Speakers of Other Languages.

Annual professional development surveys are conducted by the VUSD Categorical Programs and Bilingual Education Programs Departments each year to plan staff development throughout the District. The District-sponsored professional development opportunities are posted on the VUSD Professional Development Calendar.

Beginning in 2007, the VUSD Bilingual Education Programs Department will provide annual English Learner Program awareness sessions to staff listed below to ensure maximum coordination of district efforts:

- Adult Education English Learner Advisory Committee
- Beginning Teacher Support and Assessment Staff
- Campus Supervisors
- Career Technical Education Advisory Committee
- Child Nutrition Staff
- Classified Directors
- Classified Management Association
- Early Childhood Education Site Leaders
- First Five – Ventura Neighborhoods for Learning
- Migrant Education Staff
- Reading Intervention Teachers
- Reading Safety Net Teachers
- School Attendance Review Board
- VUSD Transportation Department
- Ventura Classified Employees Association
- Ventura Unified Education Association
- VUSD Technology Committee
- VUSD Technology Department
- VUSD Technology Liaisons



Table 3

VUSD English Learner Programs Professional Development Foundations

Goal 1: English Language Development

- Focused Approach to Houghton Mifflin (K-5)
- A District English Proficiency Test (ADEPT) (K-5)
- Systematic English Language Development (K-5)
- Preparation to implement all district-adopted ELD materials

Goal 2: Academic Success

- Sheltered Instruction Observation Protocol (SIOP) (3 – 12)
- Guided Language Acquisition Design (GLAD) (K-12)
- Advancement Via Individual Determination (5-12)
- Preparation to implement all district-adopted content area materials

Goal 3: Bilingual Skills for Future Careers

- Spanish classes for staff members offered through VACE and Ventura College
- Advanced Spanish coursework for teachers, including support for Masters Degree programs in Spanish
- Book clubs
- Spanish literature lending libraries
- Guest speakers
- Conversation groups (*Tertulias*)

Goal 4: Skills to Prepare for Participation in the Community

- Developmental Assets
- Anti-Racist Education (Resources found in Enid Lee's Anthology – "Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development")
- Teacher Expectations and Student Achievement (TESA)
- Global Learning Networks
- Multi-Cultural Proficiencies

Goal 5: Faithful Implementation of Programs Described in the EL Master Plan

- Annual VUSD Master Plan training
- New teacher/New-administrator professional development specific to English Learners

Table 4
Professional Development Annual Planning Matrix

Target Audience	Focus of Professional Development		
	English Learner Master Plan Implementation	Instructional Strategies, Curriculum and Student Assessment	Multicultural Skills and Developmental Assets
District Administrators	Student Placement Options Instructional Programs	Program Evaluation	x
District Specialists • Bilingual/ELD • GATE • Language Arts • Math • Special Education • Teacher Technology Training	Instructional Programs	Primary Language ELD Sheltered Instruction Program Evaluation	x
Early Childhood Education Teachers	Language Assessment Procedures Student Identification Orientation to Programs	Primary Language and ELD	x
Human Resource Staff including BTSAs and PAR Specialists	Student Placement and Staffing Instructional Programs	Program Evaluation	x
K-12 Counselors	Student Identification and Placement	Program Design at each school site	x
K-12 Principals	Student Identification and Placement, Staffing Professional Development Parental Exception Waivers Resources Outreach to Parents & ELAC, Instructional Programs	Program Evaluation	x
K-12 Teachers Including Special Education	Initial Identification Student Placement Options Reclassification and Monitoring Instructional Programs	Program Evaluation	x
Language Assessors	Initial Identification and Annual Assessment	CELDT and Primary Language Assessment	x
Office Managers	Outreach to Parents Orientation to Programs Initial Identification, Placement Parental Exception Waivers	CELDT and Primary Language Assessment	x
Paraeducators Including Special Education	Language Assessment Outreach to Parents Instructional Programs	Primary Language ELD Sheltered Instruction	x
Special Education Staff	Specifics related to students receiving special education services	Linguistically Appropriate Goals and Objectives for ELD and Access to Core Curriculum	x
VACE English as a Second Language Teachers and Administrators	Orientation to Programs Staffing	ELD Research Foundations Best Practices	x

