

CHAPTER **FOUR**

Staffing and Professional Growth



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Staffing and Professional Growth

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Staff Configuration

The district ensures that all teaching personnel whose assignment includes English Language Learner students will hold appropriate certification to provide necessary instructional services to English Language Learners. Teachers assigned to provide ELD, SDAIE and primary language instruction must be properly authorized or “actively pursuing” authorization, with a signed agreement on file in the Human Resources Department. Hiring and placement of teachers are based on student and program need.

The following chart refers to K-12 teachers and the subject area they may address in a variety of instructional programs. Please refer to Chapter 2, Instructional Programs, for specific staffing requirements that are dependent on specific instructional programs.

Teacher Vacancies and Plan to Remedy: New Hires and Veteran Teachers

Whenever open teaching positions require BCLAD or CLAD certification, the district Human Resources staff actively recruits and hires teachers who are fully certified

to fill such positions. If fully credentialed candidates holding the BCLAD/CLAD are not available, teachers in training for BCLAD/CLAD can fill the positions as long as they complete all requirements within the required time specifications: 3 years for CLAD and 5 years for the BCLAD. All newly hired teachers are required to sign an HR commitment letter to complete BCLAD or CLAD requirements. Each spring, during the preparation for submission of the annual Language Census (R-30) Report, the HR Department collects information from newly hired and veteran teachers who are not credentialed to work with EL students, the teachers will submit information on their progress in fulfilling the requirements, utilizing the CLAD/BCLAD Credential Training Status Form. All documents are submitted to HR to input into the system.

All submitted information is tracked and monitored by the HR department. The HR Assistant Superintendent and the Director of Certificated Personnel will oversee and monitor the district’s Plan to Remedy the Shortage of Teachers for ELLs.

In the Spring of each academic year, a team consisting of the Director of Certificated Personnel, the Area Administrators, the ELL Director and site administrators

will meet to plan and oversee teacher staffing based on program need.

Recruitment Procedures: Teachers

The district Director of English Language Learner Programs and Services works closely with the Assistant Superintendent - Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district’s approach to recruitment of teachers for ELLs.

1. Each spring, following the annual R-30 Language Census report, each principal is informed regarding the need for adequate numbers of qualified teachers to fully implement the ELL programs at the school, as directed by the district’s ELL Master Plan. The elements that comprise these programs include: English Language Development, content instruction with SDAIE strategies, primary language support, and primary language instruction. The principal is also given information on how many classes are needed for each program type in the school.

2. The principal develops a proposed three-year staffing plan for the school, based on projected ELL student numbers and program enrollment. This plan is reviewed by the Director of ELL Programs and Services each spring. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers

Figure 4.1: Required Teacher Authorization

Type of Instruction	Proper Authorization
English Language Development (ELD)	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis • CLAD/BCLAD • BCC, LDS • General teaching credential (ELD only) • Supplementary Authorization in ESL (ELD only) • University or District Internship Credential with CLAD Emphasis • SB 395 or SB 1969
Specially Designed Academic Instruction in English (SDAIE)	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis • CLAD/BCLAD • BCC, LDS • Supplementary Authorization in ESL (ELD only) • University or District Internship Credential with CLAD Emphasis • SB 395 or SB 1969
Primary Language	<ul style="list-style-type: none"> • Multiple or Single Subject Teaching Credential with CLAD/BCLAD Emphasis • BCLAD • BCC • University or District Internship Credential with BCLAD Emphasis

to specific programs requiring their specialized expertise. When there is not a sufficient number of authorized teachers available to fill all openings, the teachers who are

recruitment efforts are undertaken until all positions are filled.

4. Position announcements indicate the language requirements for the position(s).



assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

3. Advertising and aggressive recruitment efforts are undertaken, internally and externally, until all positions are filled.

Recruitment Procedures: Paraeducators

1. The need for paraeducator positions is determined in the same way as described above for teachers.
2. Positions are advertised and filled internally before beginning external recruitment.
3. For those positions that remain unfilled after the internal recruitment and selection is completed, external advertising and

Hiring Priorities and Procedures

1. Highest priority is placed on the hiring of BCLAD or equivalent teachers and their subsequent placement in a primary language classrooms and SEI classrooms. The first priority for SEI settings is a BCLAD teacher assigned to Beginning and Early Intermediate students as well as those most in need of primary language support in core curricular areas.
2. The second priority is CLAD or equivalent certified teachers. These teachers are placed in SEI and mainstream classrooms with ELLs. They may receive support from bilingual paraeducators who use the primary language to clarify, explain, motivate and direct students.
3. The third priority is bilingual teachers who do not yet have BCLAD authorization and who may be assigned to designated bilingual classrooms as a Bilingual Teacher-in-Training. These potential BCLAD teachers must gain BCLAD certification within a five year period.
4. The fourth priority is for teachers who are in the process of obtaining a CLAD or equivalent credential. Such teachers have three years to gain CLAD authorization.

Job applications, eligibility interviews, and processing procedures for both

teaching and paraeducator positions are handled by the district Human Resources Department. Teachers approved by the district paper selection process are available for the site principal for interviewing and placement in an appropriate position.

Administrative Staff

In order to support the implementation of ELL programs and services at the school sites, it is a hiring priority to staff school sites with administrators who possess the CLAD or BCLAD credential or who are taking part in a staff development plan as part of their professional development.

Appropriate Use of Bilingual Paraeducators and Bilingual Paraeducator Specialist

Bilingual paraeducators contribute specialized skills in an English Language Learner program and work and plan closely with the full instructional team. When the teacher does not hold the BCLAD, the bilingual paraeducator works in concert with a CLAD teacher to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the English Language Learner. The most important priority for bilingual paraeducator's assignment is the classroom, in order to ensure comprehensible core content instruction in language arts, math, social studies and science. Paraeducators are not responsible for English Language Development (ELD) instruction. Paraeducators also assist with the full spectrum of language needs outside the classroom:

- Parent-teacher conferences and notifications;
- ELAC and DELAC meetings;

- CELDT testing (but not scoring);
- Primary language testing;
- Oral and written translations.

Recruitment of bilingual paraeducators is done through the district website through the use of ED-Join and through internal bulletins. Applications are continuously accepted and when a pool of applications is collected, testing takes place.

Paraeducator Staffing

Site administrators and staff will plan based on the need for primary language support through the use of paraeducators. This planning will need to consider the number of ELL students, the site categorical budget, and the need for specific home language services at the school. The Student Information and Assessment Center (SIAC) has a number of Bilingual paraeducators that support the SIAC center with intake and assessment, non-Title I Schools, district wide interpreting and translating. The SIAC bilingual paraeducators are also available to interpret or translate documents for all sites based on availability and the site's categorical funds if work is requested outside of the paraeducator's work hours. All requests are submitted to the SIAC for processing using the SIAC Translation Services Request form. (ELL Form 55)

District and Site Training

The district's professional development plan includes training for all staff who work with ELLs, including administrators, paraeducators, counselors, teachers, district office personnel, and office personnel. Training will address:

**Requirements
for Teachers
on Interim
Assignment
Providing ELD,
L1, and SDAIE
Instruction**

Teachers on interim assignment are required to meet the same criteria as are teachers seeking appropriate credential authorizations.

- Master Plan policies, procedures, and guidelines
- ELL program design and options
- ELD, SDAIE, and primary language instruction
- Parent outreach to ensure their informed consent and understanding of the program options for their child.

As support to new teachers, the HUSD Professional Development department supports new teachers, through Induction, as part of our Beginning Teachers Support Assistance (BTSA) program that includes an ELL Standard. Additionally, all teachers and school personnel benefit from the partnership established with the Alameda County Office of Education and California State University, East Bay.

Currently, professional development is being planned in collaboration with the Professional Development Department, the ELL Department and the ELL Coordinating Council. This plan will be presented to the board, and will include timelines for implementation, areas of responsibilities, and process for monitoring school and staff adherence to ELL Master Plan policies and procedures.

The ELL Department in collaboration with the Professional Development Department and the Assessment Department will form teacher leader groups at the primary and secondary level to identify, write, and plan the scope and sequence for ELD, ELA, and SLA to help guide fidelity to all program implementation. Kindergarten teachers, the ELL Department, and the Professional Development Department will meet to create curriculum for use during the first 30 calendar days of instruction conducted “overwhelmingly in English”.

