

Instruction

Reading/Language Arts Instruction

Professional Development in Reading Instruction

The Superintendent or designee may provide professional development in reading instruction for teachers of grades K-3 which addresses the subject matter specified in Education Code 44757.

Professional development in reading instruction for teachers of grades 4-8 who teach in self-contained classes shall include the subject matter specified in Education Code 44759.

To the extent feasible, all certificated teachers participating in the program at the applicable grade levels shall receive this training, which also shall be available to school site administrators. The training shall not cause a reduction in student instructional time. (Education Code 44757, 44759)

The Superintendent or designee may use current and/or former employees as instructors to provide this training as long as content and other program requirements are met. (Education Code 44757.2, 44759.2)

If the district contracts with a staff development provider to provide this training, the Superintendent or designee shall ensure that the provider has been approved by the State Board of Education pursuant to Education Code 44757.1 or 44759.1. (Education Code 44757, 44759)

(cf. 4131 - Staff Development)

Intensive Reading Program for Grades K-4

The district's intensive reading program for students in grades K-4 may offer instruction four hours per day for six continuous weeks during the summer or when school is not regularly in session. In the event of facilities constraints or for other educational reasons, the district may offer instruction before school, after school, on Saturdays, during intersessions, or in a combination of these and summer school. Instruction may be offered during the regular instructional day.

(cf. 6177 - Summer School)

The instruction shall include: (Education Code 53027)

1. The study of organized, systematic, explicit skills, including phonemic awareness, phonics and decoding skills

Instruction

Reading/Language Arts Instruction (continued)

2. A strong literature, language and comprehension component with a balance of oral and written language
3. Ongoing diagnostic techniques that inform teaching and assessment
4. Early intervention techniques

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Regulation Revised: September 26, 2005; February 27, 2006;