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# 7B

## Action

### *Professional Services Committee*

## **Recommended Knowledge, Skills, and Abilities for the California Teacher of English Learners (CTEL) Examination**

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**Executive Summary:** This report presents recommended knowledge, skills, and abilities (KSAs) to be assessed on the new California Teacher of English Learners (CTEL) Examination. If adopted, the KSAs will be used to develop the examination which is scheduled to be administered beginning in the fall of 2005.

**Recommended Action:** Staff recommends that the Commission adopt the proposed knowledge, skills, and abilities located in Appendix B of the report.

**Presenters:** Amy Jackson, Administrator; Mark McLean, Assistant Consultant; Professional Services Division

#### **Strategic Plan Goal(s):**

**Goal 1: Promote educational excellence through the preparation and certification of professional educators.**

- ◆ Sustain high quality standards for the preparation of professional educators.
- ◆ Sustain high quality standards for the performance of credential candidates.

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# **Recommended Knowledge, Skills, and Abilities for the California Teacher of English Learners (CTEL) Examination**

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## **Introduction**

This report presents the proposed knowledge, skills, and abilities (KSAs) that will be eligible for assessment on the California Teacher of English Learners (CTEL) Examination. The proposed KSAs were drafted by a design team of California educators; evaluated by educators statewide through a validity study survey; reviewed by staff for alignment with California Department of Education K-12 English Language Development Standards, Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the Teaching Performance Expectations (TPEs) established under Senate Bill 2042 (Alpert); reviewed for potential bias; and finalized by the design team and PSD staff.

## **Background**

### **Certification for Teaching English Learners**

California Education Code Section 44253.3 requires the Commission to issue a certificate that authorizes instruction of English learners. Currently, that certification is the Crosscultural, Language and Academic Development (CLAD) Certificate. Education Code Section 44253.5 requires the Commission to develop and administer examinations by which a teacher can demonstrate competence in the knowledge and skills necessary for the effective teaching of English learners.

Assembly Bill 1059 (Ducheny), established in regulations as Education Code Section 44259.5, required the Commission to ensure that programs of professional preparation satisfy standards established by the Commission for the preparation of teachers for all pupils, including English learners. Based upon the requirements of AB 1059 and SB 2042, standards have been developed and implemented to incorporate competencies for instruction of English learners into newly approved Multiple and Single Subject Teaching Credential preparation programs.

AB 1059 further required the Commission to provide candidates, including candidates prepared in other states, with an examination route to fulfill the requirements for instruction of English learners. The legislation also required the Commission to conduct a comprehensive validity study of the knowledge, skills, and abilities (KSAs) to be assessed on the examination. The new examination and certification developed in response to AB 1059 will be called the California Teacher of English Learners (CTEL) Examination/Certificate.

### **English Learner Instruction Design Team (ELIDT)**

The Commission relies on the expertise of experienced educators to inform test development. In spring 2004, the Commission's Executive Director appointed the members of the English Learner Instruction Design Team (ELIDT) to advise Commission staff on development of the CTEL examination. A listing of the membership of the ELIDT is included in Appendix A.

The ELIDT consists of the following representatives:

- directors of local Bilingual Teacher Training Programs;
- a classroom teacher of English learners;
- a school administrator;
- English learner education specialists from school districts, county offices of education, and postsecondary institutions;
- professors providing preparation to teachers of English learners at California State University, University of California, and independent institutions; and
- coordinators of English learner teacher education programs.

### **Development and Validation of the KSAs for the CTEL Examination**

In fall of 2003, the Commission approved the release of a request for proposals (RFP) for a contractor to develop and validate the KSAs for the CTEL Examination; develop and administer the examination; and develop recommended passing standards for the examination. In July of 2004, the Executive Director signed a contract with National Evaluation Systems, Inc. (NES) to conduct this work.

NES began working with the ELIDT and Commission staff in the summer of 2004 to develop and validate the KSAs that may be assessed on the CTEL Examination. The preliminary KSAs were developed through a review of the CLAD KSAs as well as current state and national standards and practices utilized in teaching English learners. The KSAs were developed to be valid, legally defensible, and aligned with student academic standards, teacher preparation standards, and the TPEs.

At meetings in June 2004 and July 2004, the ELIDT developed preliminary KSAs to ensure that the resulting examination would be:

- consistent with the program's purpose of determining whether California public school teachers seeking certification have the knowledge and skills to provide instruction to English learners;
- reflective of the knowledge and skills necessary for California public school teachers to provide effective instruction to English learners;
- aligned with the English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs;
- accurate and valid; and
- free of bias.

The preliminary KSAs were also reviewed by the Bias Review Committee (BRC) at a meeting in July 2004 for sensitivity and fairness to help ensure that they are free from bias.

NES conducted two test development studies as part of the validation process of the KSAs for the CTEL Examination. In September 2004, NES conducted a statewide survey-based validity study of the preliminary

KSAs developed by the ELIDT. The purpose of the content validation survey was to obtain judgments from California educators about the importance of the preliminary CTEL KSAs to the job of a teacher providing instruction to English learners.

The content validation surveys were distributed to representative samples of public school teachers throughout California, and teacher educators at California institutions and Bilingual Teacher Training Programs (BTTP). Surveys were sent to approximately 1000 California educators. Survey responses were received and screened for eligibility and completeness, and 246 completed surveys were used in the compilation of data for the study.

Respondents were asked to provide a rating for each of the 140 descriptive statements of the CTEL KSAs in response to the following question, “*How important are the knowledge, skills, and abilities described in this statement for performing the job of a California public school teacher providing instruction to one or more English learners?*”

At the end of the survey, respondents were asked to provide a rating for the overall completeness of the CTEL KSAs in response to the following question, “*To what extent does the set of statements as a whole reflect the knowledge, skills, and abilities that are needed for effective job performance by a California public school teacher providing instruction to one or more English learners?*”

NES analyzed and summarized the results of the validity study and presented that information to the ELIDT and PSD staff on January 12, 2005. Because the results of the study strongly supported the validity of the KSAs, all of the KSA statements were retained as originally drafted by PSD staff and the ELIDT. No new KSAs emerged as a result of additional comments from survey participants.

NES also conducted an alignment study to demonstrate that the CTEL KSAs are aligned with the English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs. Commission staff reviewed the study conducted by NES and conducted an independent study that confirmed the work conducted by NES.

### **Recommended KSAs for the CTEL Examination**

The recommended KSAs for the CTEL Examination are found in Appendix B. If adopted by the Commission, they will serve as the test specifications for development of the examination. The KSAs are categorized according to (1) *domain* and (2) *skills and abilities* within each of the three test sections. First, the *domain* provides a general description of the area of understanding and skill, while the latter category describes the specific *skills and abilities* applicable to the domain.

Further work is being conducted on the development of standards for programs of coursework for the CTEL Certificate. Recommended program standards will be brought to the Commission for your consideration at a future meeting.

### **Future Plans for the CTEL**

Commission staff and NES will continue to work with the ELIDT and BRC to develop the CTEL Examination. The initial administration of the CTEL Examination is scheduled for fall 2005. NES will conduct a standard setting study for the CTEL Examination after that initial test administration. Results of the standard setting study will be presented to the Commission for your consideration. Due to this review and approval process, scores for the first administration of the CTEL Examination will be available to examinees approximately four months after the initial test administration.

# **Appendix A**

**English Learner Instruction Design Team**



## **English Learner Instruction Design Team**

Estella Acosta	Orange County Department of Education
Elena Arriola-Freeman	Los Angeles County Office of Education (retired)
Esther Bousquet	Truckee Elementary School, Tahoe-Truckee Unified School District
Suzanne Charlton	University of California, Irvine
Rosita Galang	University of San Francisco
Ann Lippincott	University of California, Santa Barbara
Ping Liu	California State University, Long Beach
Claudia Lockwood	San Joaquin County Office of Education
Barbara Merino	University of California, Davis
KimOanh Nguyen-Lam	California State University, Long Beach
Meylin Ortega-Scolon	Abbott Elementary School, Lynwood Unified School District
Clara Park	California State University, Northridge
Magdalena Ruz Gonzalez	San Bernardino County Office of Education
Heather Sellens	California State University, Sacramento
Robert Takashi Oguro	Los Angeles Unified School District



## **Appendix B**

### **Recommended Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) Examination**



# CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

## KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT

### DOMAIN 1: LANGUAGE STRUCTURE AND USE

#### 001 Phonology and Morphology

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.
- Analyze how English Learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them and identify strategies for promoting English Learners' auditory discrimination and production of English phonemes and phonological patterns.
- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.
- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English Learners' language development (e.g., vocabulary, spelling, fluency).
- Apply strategies for identifying and addressing English Learners' difficulties related to phonology and morphology (e.g., locating and using texts to learn about the phonology and morphology of English and students' home languages, applying principles of contrastive analysis to determine differences between L1 and English, using students' prior knowledge of L1 to promote English language development).
- Evaluate English Language Development (ELD) programs for adequate attention to the areas of phonology and morphology.

## **SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT**

### **002 Syntax and Semantics**

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.
- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English Learners' communicative competence.
- Apply strategies for identifying and addressing English Learners' difficulties related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, using L1 to promote English language development).
- Analyze English words, phrases, and sentences with respect to meaning (semantics).
- Apply strategies for identifying and addressing difficulties English Learners have with respect to semantics (e.g., words with multiple meanings, false cognates, idioms).
- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.
- Evaluate ELD programs for adequate attention to the areas of syntax and semantics.

### **003 Language Functions and Variation**

- Demonstrate knowledge of the different social functions of language (e.g., to inform, amuse, control, persuade).
- Demonstrate knowledge of language structures appropriate to specific academic language functions (e.g., describing, defining, explaining, comparing, contrasting, making predictions, persuading) across the content areas.
- Recognize different types of variation that occur in a language (e.g., dialects, historical variation, social versus academic language) and demonstrate knowledge of why language variation evolves (e.g., reasons involving geographic, political, cultural, social, and vocational issues).
- Identify factors that influence a speaker's or writer's choice of language variation for a given discourse (e.g., the context or setting of the discourse; the speaker's age, gender, culture, level of education, social class, vocation).
- Apply strategies for identifying and addressing difficulties English Learners may encounter in comprehending regional dialects or other varieties of English.
- Apply strategies for creating an instructional environment that respects English Learners' home language and variety of English while promoting their communicative competence in social and academic standard English.
- Evaluate ELD programs for adequate attention to social and academic language functions.

## **SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT**

### **004 Discourse**

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).
- Analyze oral and written discourse with respect to cohesion and coherence.
- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English Learners.
- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).
- Apply strategies for promoting English Learners' communicative competence by developing their discourse competence (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act).
- Evaluate ELD programs for adequate attention to developing English Learners' discourse competence appropriate to their assessed English proficiency level.

### **005 Pragmatics**

- Recognize pragmatic features of oral and written language that influence or convey meaning (e.g., use of formal or informal registers, idiomatic expressions, gestures, eye contact, physical proximity).
- Identify key pragmatic features of various discourse settings in English (e.g., the classroom, a social event, a store, different types of correspondence).
- Identify factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, setting, goals, purpose, participants in a discourse, audience, subject matter).
- Identify strategies for promoting English Learners' communicative competence by developing their verbal and nonverbal sociolinguistic competence (e.g., making the pragmatic features of the school and other settings explicit for English Learners; promoting students' ability to engage in oral and written discourse that is appropriate for a given context, purpose, and audience).
- Apply strategies for identifying and addressing difficulties English Learners have with respect to pragmatics.
- Evaluate ELD programs for adequate attention to developing English Learners' sociolinguistic competence.

## **SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT**

### **DOMAIN 2: FIRST- AND SECOND-LANGUAGE DEVELOPMENT AND THEIR RELATIONSHIP TO ACADEMIC ACHIEVEMENT**

#### **006 Theories, Processes, and Stages of Language Acquisition**

- Analyze the significance for teaching and learning of contemporary theories of language acquisition (e.g., constructivist, social interactionist, acquisitionist, social-cultural, academic discourse).
- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).
- Demonstrate knowledge of similarities and differences between first- and second-language acquisition, including identifying the characteristic features of the stages of first-language acquisition and the proficiency levels of second-language acquisition as defined by the English Language Development (ELD) standards.

#### **007 Theories, Models, and Processes of Second-Language Acquisition**

- Understand theories and models of second-language acquisition. For example:
  - Acquisition-learning hypothesis, natural order hypothesis, monitor hypothesis, affective filter hypothesis, and input hypothesis (Krashen)
  - Interaction hypothesis (Long, Swain)
  - Interlanguage hypothesis (Selinker)
  - Basic interpersonal communication skills (BICS) versus cognitive-academic language proficiency (CALP); common underlying proficiency model of bilingual proficiency (CUP/SUP); four quadrants relating range of contextual support and degree of cognitive involvement in language tasks (Cummins)
  - Cognitive-academic language development (Chamot and O'Malley)
  - Social-cultural model (Trueba, Wong-Fillmore)
- Demonstrate knowledge of cognitive and social strategies learners use in developing a second language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, role-play).
- Demonstrate understanding that language is acquired in a natural process wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).

#### **008 Cognitive, Linguistic, and Physical Factors Affecting Language Development**

- Demonstrate knowledge of cognitive, linguistic, and physical factors affecting second-language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).

## **SUBTEST: LANGUAGE AND LANGUAGE DEVELOPMENT**

- Analyze the pedagogical implications of cognitive, linguistic, and physical factors for the instruction of English Learners (e.g., with respect to assessing a student's language proficiency level, providing instruction within a student's zone of proximal development, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom interactions, monitoring students' progress, providing constructive feedback, building on L1 to promote English language development).

#### **009 Affective Factors Affecting Language Development**

- Demonstrate knowledge of affective factors affecting second-language development (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).
- Analyze the pedagogical implications of affective factors for the instruction of English Learners (e.g., with respect to lowering students' affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students' home cultures and languages).

#### **010 Sociocultural and Political Factors Affecting Language Development**

- Demonstrate knowledge of sociocultural and political factors affecting second-language development (e.g., family expectations, acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).
- Analyze the pedagogical implications of sociocultural and political factors for the instruction of English Learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization).



# CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

## KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) SUBTEST: ASSESSMENT AND INSTRUCTION

### DOMAIN 1: ASSESSMENT OF ENGLISH LEARNERS

#### 001 Principles of Standards-Based Assessment and Instruction

- Demonstrate understanding of how the California English Language Development (ELD) and English Language Arts (ELA) standards interrelate.
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English Learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English Learners' knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English Learners' performance with respect to a given standard).
- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe's "backwards" lesson planning, curriculum calibration, curriculum mapping).
- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level.

#### 002 Role, Purposes, and Types of Assessment

- Demonstrate understanding of the role and purposes of assessment in programs for English Learners (e.g., identification, placement, progress, redesignation/reclassification, diagnosis, instructional planning, program evaluation).
- Demonstrate knowledge of issues related to assessment reliability, validity, and bias and their significance for English Learners.
- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content).
- Demonstrate understanding of various types of classroom assessments for English Learners and their purposes, features, and limitations (e.g., authentic assessments, performance-based assessments, curriculum-based assessments, teacher-made tests).
- Demonstrate understanding of the importance of selecting and using appropriate classroom assessments that enable English Learners to demonstrate their knowledge and skills according to their English proficiency level.

## SUBTEST: ASSESSMENT AND INSTRUCTION

- Demonstrate knowledge of state-mandated standardized assessments, including the role and use of data from the California English Language Development Test (CELDT) in designing, monitoring, and refining instruction and in identification, placement, and redesignation/reclassification.

### **003 Language and Content-Area Assessment**

- Demonstrate knowledge of the characteristics, advantages, and limitations of various informal and formal ELD assessments (i.e., oral-language, reading, and writing assessments) and content-area assessments for English Learners.
- Demonstrate conceptual understanding and applied knowledge of how to interpret and use assessment results in the areas of oral language, reading and writing, and the content areas, including being able to identify student variations in performance that are not related to language acquisition and that may require special attention or referral (e.g., Gifted and Talented Education [GATE], Student Study Team [SST], intervention programs).
- Demonstrate an ability to analyze student assessments and assessment results in order to modify and differentiate instruction, to plan strategies for reteaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English Learners' needs.
- Apply strategies for differentiating and scaffolding ELD and content-area assessment tasks for English Learners.

## **SUBTEST: ASSESSMENT AND INSTRUCTION**

### **DOMAIN 2: FOUNDATIONS OF ENGLISH LANGUAGE/LITERACY DEVELOPMENT AND CONTENT INSTRUCTION**

#### **004 Foundations of Programs for English Learners**

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English Learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English Learners.
- Demonstrate knowledge of federal and state requirements for program implementation.
- Demonstrate understanding of the political foundations of educational programs for English Learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).
- Demonstrate understanding of empowerment issues related to the education of English Learners (e.g., creating a positive affective environment for English Learners in the classroom and the school, promoting inclusive parent and community involvement, valuing cultural and linguistic diversity, respecting parent program choices).
- Demonstrate understanding of equity issues related to the education of English Learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources).
- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English Learners.
- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English Learners in California. For example:
  - Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
  - Structured English Immersion (SEI)
  - English-language mainstream programs with additional and appropriate support
- Demonstrate understanding of required program components for English Learners, including:
  - English Language Development (ELD)
  - Access to core curriculum (L1 instruction/support, Specially Designed Academic Instruction Delivered in English [SDAIE], Content-based ELD)
- Use assessment to identify appropriate program components for individual English Learners (based on English language proficiency and grade level).

## **SUBTEST: ASSESSMENT AND INSTRUCTION**

- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, Content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and content learning opportunities for English Learners.
- Demonstrate knowledge of parent notification rights regarding program options for English Learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

### **005 Foundations of English Language Literacy**

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.
- Demonstrate understanding of personal factors affecting English language literacy development (e.g., L1 literacy level; transfer of L1 literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).
- Demonstrate understanding of pedagogical practices affecting English language literacy development across the curriculum (e.g., creating a language-rich environment; providing a balanced, comprehensive reading program; planning meaningful and purposeful literacy activities; using standards-based thematic unit organization; selecting appropriate reading materials; providing explicit instruction in key skills; adapting instruction and materials to meet the special needs of English Learners; scaffolding literacy activities; integrating listening, speaking, reading, and writing).
- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English Learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).

### **006 Instructional Planning and Organization for ELD and SDAIE**

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.
- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English Learners' English language proficiency and grade levels.
- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability.
- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful concepts and balancing direct (explicit) instruction with student-centered learning.

#### **SUBTEST: ASSESSMENT AND INSTRUCTION**

- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in L1 and English), and offers stimuli for conversations (e.g., through the display and use of objects such as art prints, maps, puzzles, and artifacts).
- Demonstrate understanding of how to use team teaching, peer tutoring, and working with bilingual paraprofessionals to support student learning.
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

#### **007 Components of Effective Instructional Delivery in ELD and SDAIE**

- Apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task (e.g., Cummins's four quadrants).
- Apply scaffolding strategies for providing English Learners with support to enable them to successfully complete tasks that require academic language proficiency. For example:
  - Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
  - Activating students' prior knowledge
  - Using L1 to facilitate learning
  - Contextualizing language (e.g., embedding language in an understandable context)
  - Using media and other visual supports
  - Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
  - Using formative and summative assessment and reteaching
- Apply strategies for providing authentic opportunities for English Learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings.
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).
- Apply knowledge of how to provide explicit instruction in learning strategies (e.g., cognitive academic language learning approach [CALLA]).
- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

#### **008 Effective Resource Use in ELD and SDAIE**

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English Learners' developing language and content-area abilities, including use of materials in L1.

##### **SUBTEST: ASSESSMENT AND INSTRUCTION**

- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English Learners.

- Demonstrate understanding of the importance of using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.
- Demonstrate understanding of the appropriate use of technological resources to enhance language and content-area instruction for English Learners (e.g., Web, software, computers, related devices) and apply strategies for using software and Internet resources effectively in ELD and content-area instruction.

## **SUBTEST: ASSESSMENT AND INSTRUCTION**

### **DOMAIN 3: APPROACHES AND METHODS FOR ELD AND CONTENT INSTRUCTION**

#### **009 ELD—Approaches and Methods**

- Demonstrate knowledge of the theoretical bases, goals, key features, and effectiveness of current ELD approaches. For example:
  - Communicative approaches (e.g., Natural Approach, Total Physical Response)
  - Content-based approaches (e.g., CALLA)
- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English Learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students.
- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).
- Demonstrate understanding of how to implement Content-based ELD (e.g., integrating ELD standards into content teaching; selecting meaningful subject matter; using appropriate grade-level content, vocabulary, and discourse skills).

#### **010 ELD—Listening and Speaking**

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English Learners at different proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced).
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking, including:
  - Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)
  - Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)
  - Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media)

## **SUBTEST: ASSESSMENT AND INSTRUCTION**

- Demonstrate knowledge of strategies for facilitating English Learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, brainstorming questions prior to a presentation, cooperative learning, whole-class and small-group discussions, role-plays, interviews, debriefing after a presentation).

#### **011 ELD—Reading and Writing**

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English Learners at different proficiency levels.
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading, including:
  - Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies)
  - Fluency (e.g., reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)
  - Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words)
  - Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)
  - Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)
- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English Learners at different proficiency levels.
- Demonstrate understanding of the use of a variety of genres and multicultural texts appropriate to the student's English proficiency level.
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing, including:
  - Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation, and revision; applying research and technology)
  - Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive)
  - English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

#### **012 Specially Designed Academic Instruction Delivered in English (SDAIE)**

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:
  - Include language objectives and grade-level content objectives in the lesson.
  - Use Cummins's quadrants to determine task complexity and amount of scaffolding required.
  - Select multiple strategies to access and assess students' prior knowledge.

#### **SUBTEST: ASSESSMENT AND INSTRUCTION**

- Identify strategies for creating background knowledge.
  - Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, L1 support, paraphrasing, focus questions).
  - Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).
  - Identify ways to promote students' active language use with respect to the lesson's content (e.g., using L1, cooperative learning tasks, and multimodal learning activities).
  - Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.
- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
    - Access English Learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
    - Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
    - Modify and augment content-area texts and use of content-area textbook(s) to address English Learners' language needs, including the incorporation of L1 resources.
    - Demonstrate or model learning tasks.
    - Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
    - Provide English Learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
    - Develop English Learners' academic language (e.g., frontloading vocabulary).
    - Provide clear models of expected performance outcomes.
    - Transform text from one genre to another genre.
    - Provide opportunities for English Learners to engage in analysis and interpretation of text, both oral and written.
    - Provide English Learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).
    - Provide authentic opportunities for English Learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.
    - Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).
    - Provide comprehensible and meaningful feedback to English Learners.
  - Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English Learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.

# CALIFORNIA TEACHER OF ENGLISH LEARNERS (CTEL) EXAMINATION

## KNOWLEDGE, SKILLS, AND ABILITIES (KSAs) SUBTEST: CULTURE AND INCLUSION

### DOMAIN 1: CULTURE AND CULTURAL DIVERSITY AND THEIR RELATIONSHIP TO ACADEMIC ACHIEVEMENT

#### 001 Cultural Concepts and Perspectives

- Demonstrate understanding of concepts and perspectives used in defining culture (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, impact of geography on cultural forms and practices, intragroup and intergroup differences).
- Demonstrate understanding of external and internal elements of culture and how they exemplify cultural perspectives. For example:
  - External elements of culture (e.g., shelter, clothing, food, arts and literature, religious structures, government, technology, language)
  - Internal elements of culture (e.g., values, customs, worldview, mores, beliefs and expectations, rites and rituals, patterns of nonverbal communication, social roles and status, gender roles, family structure, patterns of work and leisure)
- Apply strategies for analyzing the significance of and responding to student diversity in relation to external and internal elements of culture.
- Demonstrate understanding of historical and contemporary perspectives on cultural diversity and multicultural education with a focus on how student interaction and grouping patterns are affected by:
  - Issues of power and status
  - Impact and interplay of demographic trends
  - Bias and discrimination with regard to inter- and intragroup differences, including social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigrant status, sexual orientation, and handicapping condition
- Demonstrate understanding of political and socioeconomic factors affecting English Learners and their families (e.g., parents'/guardians' voting and citizenship status, family income and employment, housing, health care availability, parents'/guardians' educational attainment).
- Demonstrate knowledge of practical applications of research and theories related to cultural factors that influence the achievement of English Learners.

#### 002 Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).
- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).

## **SUBTEST: CULTURE AND INCLUSION**

- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.
- Demonstrate understanding of factors that promote or impede adjustment to different cultures.
- Analyze English Learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

### **003 Cultural Diversity in California and the United States**

- Demonstrate knowledge of major demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., primary languages spoken by English Learners).
- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
  - Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
  - Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration)
- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
  - Challenges associated with primary language maintenance and loss
  - Challenges associated with various stages or phases of acculturation
  - Issues related to an individual's legal status (e.g., documented, undocumented, refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
  - Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
  - Challenges associated with group stereotypes and individual variation
- Use knowledge of issues and challenges faced by culturally and linguistically diverse groups to provide effective instruction and equitable access to English Learners.

### **004 Crosscultural Interaction**

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).
- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).

## **SUBTEST: CULTURE AND INCLUSION**

- Demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students. For example, explicitly teaching about:
  - Cultural differences in communication styles
  - Intercultural communication strategies
  - Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
  - Strategies that enable students to appreciate and analyze multiple perspectives
  - Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism
- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.

## **DOMAIN 2: CULTURALLY INCLUSIVE INSTRUCTION**

### **005 The Role of Culture in the Classroom and School**

- Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and a student's home culture can affect the student's learning and achievement.
- Demonstrate conceptual understanding and applied knowledge of the importance of examining how a teacher's own cultural beliefs, values, attitudes, and assumptions impact learning and achievement among students from diverse cultural backgrounds (e.g., classroom management style, teaching style, interactions with students and parents).
- Apply strategies to acquire in-depth knowledge of English Learners' home cultures and cultural experiences (e.g., using observations, home visits, interviews, informal conversations, written and oral histories).

### **006 Culturally Inclusive Learning Environment**

- Demonstrate understanding of characteristics of classroom and school environments that facilitate culturally responsive accommodations to diverse communities.
- Demonstrate understanding of factors that contribute to classroom and school environments that support cultural diversity and student achievement. For example:
  - High expectations for all students
  - High level of respect for cultural and linguistic diversity, including valuing and validating L1 and its use
  - High level of interaction among students with different backgrounds or cognitive styles (e.g., cooperative group work)
  - Multicultural perspectives infused throughout the curriculum
  - Use of proactive approach to cultural conflict (e.g., by openly discussing topics such as prejudice, discrimination, racism, stereotypes, and intergroup and intragroup relations)
  - Zero tolerance for culturally insensitive behavior
  - Strong parent/guardian and community involvement in class and school activities and in school organizations and programs

## **SUBTEST: CULTURE AND INCLUSION**

- Apply knowledge of attitudes, practices, and strategies for creating culturally inclusive classroom and school environments and for promoting all students' achievement.

### **007 Family and Community Involvement**

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).
- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with family members and for involving family members in their children's learning.
- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).
- Demonstrate understanding of and plan strategies for involving language minority parents/guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).
- Demonstrate understanding and apply knowledge of strategies for addressing conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

### **008 Culturally Inclusive Curriculum and Instruction**

- Demonstrate understanding of features, goals, and outcomes of different approaches to multicultural curriculum reform, from additive to transformative.
- Demonstrate knowledge of content included in an effective multicultural curriculum and resources for multicultural curriculum development.
- Demonstrate conceptual understanding and applied knowledge of attitudes and instructional practices and strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds.
- Apply knowledge of culturally influenced learning styles (e.g., different attitudes toward conformity and individuality, different values regarding cooperation and competition, different expectations and preferences with regard to teacher-student interactions and instructional formats) when planning and implementing instruction.
- Demonstrate understanding of how to apply knowledge of English Learners' cultural backgrounds and experiences to instruction (e.g., to help contextualize language and content for students, to help students access prior knowledge).