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# 5D

## Information

### *Professional Services Committee*

#### **Proposed Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs**

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**Executive Summary:** This agenda item presents the proposed *Standards of Quality of Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs* for Commission review. These standards were developed in consultation with a panel of experts in the field of English learner education. If adopted, these standards would apply to program sponsors wishing to offer certificate programs for teachers seeking English learner authorizations.

**Recommended Action:** For information only

**Presenter:** Susan Porter, Consultant

#### **Strategic Plan Goal: 1**

#### **Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation of professional educators.
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# **Proposed Standards of Quality and Effectiveness for California Teacher of English Learners (CTEL) Certificate Programs**

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## **Introduction**

This agenda item presents the proposed *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs*. This certificate program would be one option for earning certification to teach English learners in California. The certificate programs approved under the proposed CTEL standards would replace the current coursework process for earning a Crosscultural, Language, and Academic Development (CLAD) certificate.

## **Background**

At its June 2005 meeting, the Commission approved a set of knowledge, skills and abilities (KSAs) that represent what a beginning teacher should know and be able to do when working with English learners. The KSAs were developed by the members of the English Learners Instruction Design Team (ELIDT), working with National Evaluation Systems (NES) and with Commission staff. The KSAs were then evaluated by educators statewide through a validity study survey, and were also reviewed by staff for alignment with the:

- K-12 English Language Development Standards adopted by the State Board of Education
- *Standards of Quality and Effectiveness for Teacher Preparation Programs*
- *Standards of Quality and Effectiveness for Teacher Induction Programs*
- Teaching Performance Expectations established under Senate Bill 2042 (Alpert)
- English-Language Arts (ELA) Content Standards for California K-12 Public Schools

The preliminary KSAs were also reviewed by the Bias Review Committee (BRC). The BRC is a group of educators from various backgrounds who are recruited through an open nomination process to assist the Commission in reviewing test content for sensitivity and fairness to all candidates.

## **Use of the KSAs in Examination and Program Development**

The KSAs are used in two major ways. The first is to form the basis from which examination questions are developed. These questions then become incorporated within the California Teacher of English Learners (CTEL) examination. The CTEL Examination, which replaced the CLAD examination as of June 2005, was phased in over an 18 month period and was first administered in November 2005.

The second major use of the CTEL KSAs is to form the basis from which program standards are developed. These program standards are used by prospective program sponsors to develop a CLAD certificate program, which is submitted to the Commission for review and approval.

## **Development of the California Teachers of English Learners Certificate Program Standards**

As part of its scope of work, the ELIDT design team assisted in the development of the proposed *Standards of Quality and Effectiveness for CTEL Certificate Programs*, after the development of the CTEL KSAs on which these proposed standards are based. As documented by the validity study and the alignment review described above, the proposed CTEL Certificate Program Standards are closely aligned with the K-12 student academic content standards and frameworks, as well as with the Commission's adopted professional teacher preparation program standards.

### **Policy Considerations Relative to the CTEL/CLAD Certificate**

Previously, there were no adopted standards for CLAD certificate coursework. In the absence of adopted standards, Section 80015 of Title 5 Regulations served as the guideline used by institutions to determine the content and structure of their CLAD Certificate coursework, and there was no institutional recommendation process for a candidate who completed the CLAD certificate coursework. Instead, Certification staff needed to perform an individual review of each candidate's transcript to ensure that the candidate had met all of the content requirements in order to earn the CLAD certificate.

In developing the CTEL Certificate Program Standards, Commission staff anticipated the possibility of having CTEL Certificate programs included in the institutional accreditation review and approval process. To this end, staff requested that the ELIDT design team consider the *Standards of Quality and Effectiveness: Common Standards* (Committee on Accreditation, 1998) in developing the draft CTEL Certificate Program Standards. The Commission's adopted *Common Standards* would need to be met by all institutions who wished to sponsor a CTEL certificate program. After the ELIDT design team completed the draft CTEL Certificate Program Standards, Commission staff did further work to ensure that there was no unnecessary overlap with the *Common Standards* but that the two sets of standards were aligned.

The proposed CTEL Certificate Program Standards are provided in Appendix B.

### **Implementation of the CTEL Certificate Program Standards**

The implementation of the CTEL Certificate Program Standards will require the following steps:

1. Adoption of the draft standards.
2. Release of an advisory to the field regarding submission guidelines and timelines for document submission, including the final dates for
  - a. programs to be approved under the newly adopted standards and/or discontinue CLAD courses under the old guidelines; and
  - b. accepting applications from individual candidates who have completed CLAD requirements under the old guidelines.
3. Process for review of institutional program applications submitted for approval.
4. COA approval of CTEL Certificate Programs recommended for approval.

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A more complete implementation plan will be provided at the November-December 2006 Commission meeting, when the CTEL Certificate Program Standards will be presented to the Commission for action.

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**Appendix A**

**English Learner Instruction Design Team**

**and**

**Bias Review Committee Members**

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## English Learner Instruction Design Team

Name	Position	Affiliation
Estella M. Acosta	<ul style="list-style-type: none"> <li>• Director of Bilingual Teacher Training Program</li> </ul>	Orange County Department of Education
Elena Arriola-Freeman	<ul style="list-style-type: none"> <li>• Director of Bilingual Teacher Training Program (Retired)</li> </ul>	Los Angeles County Office of Education
Esther Bousquet	<ul style="list-style-type: none"> <li>• Bilingual 2<sup>nd</sup> grade teacher</li> </ul>	Truckee Elementary School, Tahoe-Truckee Unified School District
Suzanne Charlton, PhD.	<ul style="list-style-type: none"> <li>• CLAD/BCLAD Coordinator</li> </ul>	University of California, Irvine
Rosita Galang, Ph.D.	<ul style="list-style-type: none"> <li>• Director of Teacher Education;</li> <li>• Professor, International and Multicultural Education Department</li> </ul>	University of San Francisco
Ann Lippincott, Ph.D.	<ul style="list-style-type: none"> <li>• Coordinator of Bilingual Teacher Education</li> </ul>	University of California, Santa Barbara
Ping Liu, Ph.D.	<ul style="list-style-type: none"> <li>• Coordinator of Asian BCLAD Consortium;</li> <li>• Associate Professor of Education</li> </ul>	California State University, Long Beach
Claudia Lockwood	<ul style="list-style-type: none"> <li>• Director of Bilingual Teacher Training Program</li> </ul>	San Joaquin County Office of Education
Barbara Merino, Ph.D.	<ul style="list-style-type: none"> <li>• Director of Teacher Education;</li> <li>• Professor, School of Education and Committee on Linguistics</li> </ul>	University of California, Davis
KimOanh Nguyen-Lam, Ph.D.	<ul style="list-style-type: none"> <li>• Director of Title III Project, Center for Language Minority Education and Research</li> </ul>	California State University, Long Beach
Meylin Ortega-Scollon	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	Abbott Elementary School, Lynwood Unified School District
Clara Park, Ph.D.	<ul style="list-style-type: none"> <li>• Professor of Education;</li> <li>• Director of Bilingual Teacher Education Project</li> </ul>	California State University, Northridge
Magdalena Ruz Gonzalez	<ul style="list-style-type: none"> <li>• Curriculum Coordinator for Language Arts, Literacy and Biliteracy</li> </ul>	San Bernardino County Office of Education
Heather Sellens, Ed.D.	<ul style="list-style-type: none"> <li>• Instructor for SB 395 ELD/SDAIE and Language/Literacy courses</li> </ul>	California State University, Sacramento
Robert Takashi Oguro	<ul style="list-style-type: none"> <li>• Director of Master Plan Teacher Training Program (Administrator for district language acquisition, CLAD/BCLAD Examination training, and SB 395 classes)</li> </ul>	Los Angeles Unified School District

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**California Teacher of English Learner (CTEL)  
Bias Review Committee**

<b>Name</b>	<b>Position</b>	<b>Institution</b>
Wanda Baral	Elementary Teacher	Ocean View School District
Ginna Barreda	Science Teacher	Norwood Junior High School
Mayrene Bates	Assistant Superintendent, Retired	Solano County Office of Education
Otis T. Funches	Vice Principal, Retired	Lodi Unified School District
Marvin N. Inmon	Teacher	Anaheim City School District
Robin Porter	Music Educator	Rialto Unified School District
Benjamin J. Reddish	Guidance Chairperson/Counseling Supervisor	Stockton Unit School District
Ronald L. Ruiz	Teacher	West Sonoma County Union High School District
Russell Young	Professor	San Diego State University

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## **APPENDIX B**

# **CTEL CERTIFICATE PROGRAM STANDARDS**

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# California Teacher of English Learners (CTEL) CTEL CERTIFICATE PROGRAM STANDARDS

## Part A: Program Design Standards

### Standard 1: Program Philosophy, Design, and Coordination

The design of the program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of English learners. The sponsoring institution shows a high priority to the program, providing appropriate supports for the program and a demonstrated commitment to teacher training and to English learner education. The program has a site leadership team whose members are qualified in the areas of teacher training and English Learner instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers of English Learners at the local *and* state level. This on-going coordination between the CTEL program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of English learners. The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CTEL), and provides candidates with a depth of knowledge regarding current theories and research in the specialized instruction of English language development (ELD). The program shows candidates how to help English learners to access grade level content instruction and how to provide benchmarks of English learners' progress towards California's Reading and Language Arts Framework (2006).

#### Essential Questions:

- 1.1 How does the program design and statement of philosophy show a clear and in-depth understanding of and commitment to linguistically and culturally responsive instructional needs of English learners?
- 1.2 How does the sponsoring institution specify the roles, responsibilities and time commitment of one or more qualified program leaders responsible for the overall direction of the program? Are the roles and responsibilities appropriate to the scope of the program? How does the program show that members of the leadership team have in-depth, up-to-date knowledge necessary to be able to implement a certificate program for teacher certification for the teaching of English Learners?

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- 1.3 How does the program design respond to local contexts, including state education policies and goals for the teaching of English Learners and the inclusion of parent and community voice?
- 1.4 How does the program design include formal linkages established across the learning-to-teach continuum? Is formal communication established and maintained between preliminary teacher preparation programs and this program?
- 1.5 How does the program provide a variety of learning experiences that model effective and equitable curriculum practices, instructional strategies, and assessment techniques for English Learners, including those described in the K–12 English Language Development Standards?
- 1.6 How does the program provide candidates with in-depth knowledge about the relationship between the English Language Development Standards (1999) and the California Reading-Language Arts Framework (2006)? How are candidates required to demonstrate this connection in the design and implementation of curricula and assessments for English learners?

## **Standard 2: Equity and Diversity**

The program provides all teacher candidates adequate opportunities to learn and apply instructional and curricular practices that ensure equal access to the core curriculum and to meet the state-adopted academic content standards and performance levels for all students. The institution addresses the requirements of Sections 200 and 201 (Statutes of 1999, Chapter 587) in its program curriculum and examines cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality. Included in the program are critical understandings, knowledge and appreciation of the perspectives and contributions of diverse groups within the area of English Learner instruction theories and methodologies. The institution also addresses equity and diversity in its hiring practices and in its recruitment of candidates for the program.

### **Essential Questions:**

- 2.1 How does the program curriculum address the requirements of Education Code Sections 200 and 201 (Statutes of 1999, Chapter 587) and examine cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality?
- 2.2 How does the program's curriculum reflect the perspectives and contributions of linguistically and culturally diverse groups in the study of English Learner education?
- 2.3 How does the program prepare candidates to effectively teach diverse students and increase their knowledge and understanding of the background experiences, languages, skills, and abilities of these student populations? What components of the program teach candidates to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students?

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- 2.4 How does the program design include study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom?
- 2.5 How does the program develop each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students?
- 2.6 How does the program incorporate classroom practices and instructional materials that provide teacher candidates from all backgrounds equal access to the content of the program?
- 2.7 How does the program provide teacher candidates adequate opportunities to examine equity and diversity issues in the assessment of English Learners and the ways to address these issues?

### **Standard 3: Evaluation and Assessment of Candidates**

The certificate program creates clear guidelines by which the candidate will be assessed. The program demonstrates a careful and systematic documentation of candidate performance to determine whether he or she has fulfilled the Candidate Competence Standards. The program uses multiple measures including both formative and summative assessments that are consistent with the scope and content of the Candidate Competence Standards.

#### **Essential Questions:**

- 3.1 Do assessments within the certificate program include multiple measures that include oral and written examinations as well as performance-based assessments such as presentations, research projects portfolios, lesson-planning activities, and interviews?
- 3.2 Is the scope and content of each assessment congruent with the specifications for the Knowledge, Skills, and Abilities indicated in the Candidate Competence Standards for the certificate?
- 3.3 Are formative assessment measures and procedures used to provide candidates with timely and constructive feedback on the teacher's skills and knowledge pertaining to the teaching of English Learners?
- 3.4 Is there an end-of-program summative assessment for certification with a defined process that is clearly stated and outlined for the candidates; and incorporates multiple measures for evaluation of the candidate's mastery of the Candidate Competence Standards?

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- 3.5 Do program leader(s) and professional development providers regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements?
- 3.6 How does the sponsoring institution determine, establish, and implement a standard of minimum scholarship (such as overall GPA, minimum course grade, or other assessments) of program completion as requirements for program completion and certification?

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## **Part B: Candidate Competence Standards**

### **Standard 4: Language Structure and Use**

The program provides candidates with opportunities to develop conceptual understanding of language systems, structures, forms, functions, and variation. The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners' comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners' literacy and communicative competence. The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English.

#### **Essential Questions:**

- 4.1 How does coursework provide candidates with knowledge regarding **phonology and morphology** and how these features of English can be considered in the development of strategies, including word analysis for promoting relevant aspects of English learners' language development? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 001?
- 4.2 How does the certificate coursework provide candidates with knowledge regarding **syntax and semantics**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 002?
- 4.3 How does the coursework provide candidates with knowledge regarding **language functions and variation** and how to apply this knowledge to promote English learners' literacy and communicative competence? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 003?
- 4.4 In what ways does the program provide candidates with strategies on how to create an instructional environment that respects English learners' home language and variety of English while promoting communicative competence in social and academic standard English? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 003?
- 4.5 How does the coursework provide candidates with knowledge regarding discourse? What materials, methods and assignments does the program use to have candidates learn and apply strategies to help English learners' discourse competence (e.g., ability to engage in oral and written discourse that is fluent, coherent, and cohesive)? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 004?
- 4.6 How does the coursework provide candidates with knowledge regarding **language pragmatics** and to apply this knowledge to evaluate and promote English learners' communicative competence? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 005?
- 4.7 How does the program require candidates to recognize examples of positive cross-linguistic transfer of linguistic forms and structures that help English learners and instances of cross-linguistic transfer that might create challenges for English learners? How does the program require candidates to use this knowledge in planning and implementing curricula for English learners?

## **Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement**

The program enables candidates to analyze current theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference

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between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of current theories, models, and processes of second language acquisition, and requires candidates to demonstrate the application of these theories to instructional planning and practices for teaching literacy to English learners. The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement.

### **Essential Questions:**

- 5.1 How does the coursework provide candidates with knowledge of **theories, processes, and stages of language acquisition**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 2, Competency 006?
- 5.2 In what ways does the coursework provide candidates knowledge of **current theories, models, and processes of second-language acquisition**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 2, Competency 007?
- 5.3 In what ways does the coursework provide candidates knowledge of **cognitive, linguistic, and physical factors affecting language development** (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience) and how to analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 2, Competency 008?
- 5.4 In what ways does the coursework provide candidates knowledge of **affective factors that influence language development** (e.g., motivation, inhibition, anxiety, self-esteem) so that they can analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 2, Competency 009?
- 5.5 In what ways does the coursework provide candidates 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) and to analyze the pedagogical implications of these factors on program organization and instruction for English learners? How does the program build candidates' skills and maximize opportunities for candidates

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to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 2, Competency 0010?

## **Standard 6: Assessment of English Learners**

The program provides candidates with opportunities to develop conceptual understanding of standards-based assessment of English learners' academic progress. Coursework requires candidates to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. The program also requires candidates to interpret and use the results of assessments to help English learners achieve success in standards-based language curriculum and in content area instruction.

### **Essential Questions:**

- 6.1 How does the certificate program coursework provide candidates with knowledge regarding **principles of standards-based assessment and instruction**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 1, Competency 001?
- 6.2 How does the coursework provide candidates with knowledge regarding the **role, purposes, and types of assessments** that are to be administered to English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 1, Competency 002?
- 6.3 How does the certificate program provide candidates with knowledge and skills on how to evaluate assessment instruments for use with English learners in order to minimize cultural and linguistic bias? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 1, Competency 002?
- 6.4 How does the certificate program coursework provide candidates with knowledge regarding **language and content-area assessments** for English learners? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 1, Competency 003?

## **Standard 7: Foundations of English Language/Literacy Development and Content Instruction**

The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners,

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including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. The program coursework develops candidates' conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE).

### **Essential Questions:**

- 7.1 How does the certificate coursework provide candidates with knowledge regarding the **foundations of instructional programs for English Learners**, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 2, Competency 004?
- 7.2 How does the coursework provide candidates with knowledge regarding the **foundations of English language literacy**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 2, Competency 005?
- 7.3 How does the coursework provide candidates with knowledge regarding **instructional planning and organization for ELD and SDAIE**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 2, Competency 006?

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- 7.4 How does the coursework provide candidates with knowledge regarding **components of effective instructional delivery in ELD and SDAIE**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 2, Competency 007?
- 7.5 How does coursework provide candidates with knowledge regarding **effective resource use in ELD and SDAIE**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 2, Competency 008?

## **Standard 8: Approaches and Methods for English Language Development and Content Instruction**

The program provides candidates with the ability to demonstrate knowledge of English language development theories and frameworks and to apply these theories to assist English learners with English language literacy. The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches. The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students' prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners' language needs. The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency.

### **Essential Questions:**

- 8.1 How does the certificate coursework provide candidates with knowledge regarding **ELD—approaches and methods**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 3, Competency 009?
- 8.2 How does the coursework provide candidates with knowledge regarding **ELD—listening and speaking**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 3, Competency 0010?
- 8.3 How does the coursework provide candidates with knowledge regarding **ELD—reading and writing**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 3, Competency 0011?

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- 8.4 How does the coursework provide candidates with knowledge regarding **Specially Designed Academic Instruction Delivered in English (SDAIE)**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 2, Domain 3, Competency 0012?

## **Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement**

The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive crosscultural interactions among culturally diverse students, and challenges involved in cultural contact. The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning.

### **Essential Questions:**

- 9.1 How does the certificate coursework provide candidates with knowledge of **cultural concepts and perspectives**, particularly with regard to their impact on English learners and their families? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 1, and Competency 001?
- 9.2 How does the coursework provide candidates with knowledge of issues relating to **cultural contact** (e.g., processes of cultural contact, social-emotional issues attributed to cultural contact, and phases of acculturation), and how these impact English learners' experiences in educational contexts? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 1, and Competency 002?
- 9.3 How does the coursework provide candidates with knowledge regarding **cultural diversity in California and the United States**, including major historical and current demographic trends and migration-immigration patterns? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 1, and Competency 003?

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- 9.4 How does the coursework provide candidates with knowledge regarding **crosscultural interactions** and how they are affected by cultural differences in communication patterns and discourse? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 1, and Competency 001?

## **Standard 10: Culturally Inclusive Instruction**

The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners' home cultures and cultural experiences. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how these assumptions impact student learning and achievement. The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners' cultural backgrounds and experiences to instructional planning and implementation.

### **Essential Questions:**

- 10.1 How does certificate coursework provide candidates with an understanding of the **role of culture in the classroom and school** and its impact on English learners' learning and achievement? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 2, and Competency 005?
- 10.2 How does the coursework require candidates to demonstrate understanding of the factors in school and in the classroom that support a **culturally inclusive learning environment**? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 2, and Competency 006?
- 10.3 How does the coursework require candidates to demonstrate understanding of **family and community involvement** (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)? How does the program build candidates'

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skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 2, and Competency 007?

10.4 How does the coursework require candidates to demonstrate a conceptual and applied knowledge of **culturally inclusive curriculum and instruction**, and how to select curricula that are effective and inclusive? How does the program build candidates' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 2, and Competency 008?

**Strategic Plan Goal: 1**

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