
7C

Action

Professional Services Committee of the Whole

Proposed Standards for California Teachers of English Learners Certificate Programs

Executive Summary: This agenda item presents the proposed *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs* that were developed by the members of the English Learner Instruction Design Team. The certificate programs will be available to credentialed teachers who wish to earn an English learner authorization.

Recommended Action: That the Commission adopt the *Standards of Quality and Effectiveness for California Teachers of English Learners Certificate Program* and approve the proposed timeline for implementation.

Presenter: Susan Porter, Consultant, Professional Services Division

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

November-December 2006

Proposed Standards for California Teachers of English Learners Certificate Programs

Introduction

At the September 14, 2006 meeting, staff presented the draft *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs* to the Commission for its consideration. At the September meeting, Commissioners suggested edits that have been incorporated into the attached draft standards (Appendix A).

The draft CTEL Standards were developed by the English Learner Instructional Design Team (ELIDT) (listed in Appendix B) with assistance from Commission staff and National Evaluation Systems as part of the CTEL Examination development process. Institutions wishing to offer CTEL certificate programs would be required to respond to the standards and to use coursework that adhered to Title 5 guidelines. These guidelines, outlined in Section 80015.3(b)(3), require that candidates for the certificate complete 24 semester units (36 quarter units) or 12 upper division/graduate units of coursework to earn the certificate. This coursework “must be applicable towards a bachelor’s degree or a higher degree at a regionally accredited college or university, and must be verified by an official transcript or a letter from a regionally accredited institution of higher education”. The CTEL program sponsor will make a recommendation to the Commission for the certificate, and the program will be a part of the accreditation process.

How the Standards are Organized

The *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs* are organized into two categories. The first three standards form the Program Design Standards of the program’s structure and sequence of activities, as well as establishing required components of the program’s curriculum content. Standards 4 through 10 comprise the Candidate Competency Standards; these guide programs regarding the theoretical knowledge and practical skills required for teaching English learners. Also included in the attached standards are the CTEL Knowledge, Skills, and Abilities (KSAs) adopted by the Commission in June of 2005 (Appendix C). These KSAs informed the development of the CTEL Examination as well as the CTEL Program Standards.

Proposed Steps in the Implementation of the CTEL Program Standards

Should the Commission decide to adopt the draft Standards for CTEL Certificate Programs, several steps would be required in order to transition from CLAD Certificate Coursework to CTEL Certificate Programs. These steps are outlined in Table 1 below, with estimated time frames and time lines included.

Table 1: Steps and proposed Timelines for Transitioning from CLAD Certificate Coursework to CTEL Certificate Programs

Activity	Approximate Time Frame
1. Adoption of the CTEL Certificate Program Standards.	December 2006
2. Development and release of an advisory to the field regarding submission guidelines and timelines for document submission.	January 2007
3. Institutions may begin to submit proposals for CTEL programs.	February 2007
4. Begin review of institutional document submissions by an expert review panel. COA approves programs recommended by the review panels.	Spring 2007
5. Last date for candidates to complete coursework under the 'previous' CLAD guidelines.	January 31, 2008

Recommendations

1. That the Commission adopt the proposed *Program Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Certificate Programs*.
2. That the Commission adopt the proposed timeline as described in Table 1 of this agenda item.

Appendix A:
***Proposed Standards of Quality and
Effectiveness for California Teachers of
English Learners***

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 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 research-based 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?
- 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 research-based 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?
- 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 *Competency Standards of Quality and Effectiveness for TEL Certification*. The program uses multiple measures from formative and summative assessments that are consistent with the scope and content of the *Competency 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 *Competency 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 *Competency Standards*?
- 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?

Part B: Candidate Competency Standards

Standard 4: Language Structure and Use

The program provides candidates with opportunities to develop research-based 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 work 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 research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application 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 research-based **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 research-based **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 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 affecting 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 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 research-based 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,

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?
- 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 research-based 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, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). 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 research-based **approaches and methods** for teaching English language development as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? 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 of strategies for promoting **listening and speaking** proficiency as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? 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 of strategies for teaching **reading and writing** as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? 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?
- 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, 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, 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, Competency 003?
- 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, 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 this 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, 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, 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' skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 3, Domain 2, 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, Competency 008?

Appendix B

English Learner Instructional Design Team

California Commission on Teacher Credentialing

2004-2005

Name	Position	Institution
Estella M. Acosta	Director of Bilingual Teacher Training Program	Orange County Office of Education
Elena Arriola-Freeman	Director of Bilingual Teacher Training Program (Retired)	
Esther Bousquet	Bilingual 2 nd grade teacher	Truckee Unified School District
Suzanne Charlton, Ph.D.	CLAD/BCLAD Coordinator	University of California, Irvine
Rosita Galang, Ph.D.	Director of Teacher Education; Professor, International and Multicultural Education Department	
Ann Lippincott, Ph.D.	Coordinator of Bilingual Teacher Education	University of California, Santa Barbara
Ping Liu, Ph.D.	Coordinator of Asian BCLAD Consortium; Associate Professor of Education	California State University, Long Beach
Claudia Lockwood	Director of Bilingual Teacher Training Program	San Joaquin County Office of Education
Barbara Merino, Ph.D.	Director of Teacher Education; Professor, School of Education and Committee on Linguistics	University of California, Davis
KimOanh Nguyen-Lam, Ph.D.	Director of Title III Project, Center for Language Minority Education and Research	California State University, Long Beach
Meylin Ortega-Scollon	Principal	
Clara Park, Ph.D.	Professor of Education; Director of Bilingual Teacher Education Project	California State University, Northridge
Magdalena Ruz Gonzalez	Curriculum Coordinator for Language Arts, Literacy and Bilingual	
Heather Sellens, Ed.D.	Instructor for SB 395 ELD/SDAIE and Language/Literacy courses	Santa Clara County Office of Education
Robert Takashi Oguro	Director of Master Plan Teacher Training Program (Administrator for district language acquisition, CLAD/BCLAD Examination training, and SB 395 classes)	Los Angeles Unified School District

Commission Consultants to the English Learner Design Team Panel:

Mark McLean
Susan G. Porter

Appendix C:
*Knowledge, Skills, and Abilities (KSAs) for the
California Teacher of English Learners
(CTEL) Examination*

Components of the CTEL Exam

Test	Domain	Competencies
Language and Language Development	Domain 1: Language Structure and Use	Phonology and Morphology
		Syntax and Semantics
		Language Functions and Variations
		Discourse
		Pragmatics
	Domain 2: First- and Second-Language Development and their Relationship to Academic Achievement	Theories Processes and Stages of Language Acquisition
		Theories, Models, and Processes of Second-Language Acquisition
		Cognitive, Linguistic, and Physical Factors Affecting Language Development
		Affective Factors Affecting Language Development
		Sociocultural and Political Factors Affecting Language Development
Assessment and Instruction	Domain 1: Assessment of English Learners	Principles of Standards-Based Assessment and Instruction
		Role, Purposes, and Types of Assessment
		Language and Content-Area Assessment
	Domain 2: Foundations of English Language/Literacy Development and Content Instruction	Foundations of Programs for English Learners
		Foundations of English Language Literacy
		Instructional Planning and Organization for ELD and SDAIE
		Components of Effective Instructional Delivery in ELD and SDAIE
		Effective Resource Use in ELD and SDAIE
	Domain 3: Approaches and methods for ELD and Content Instruction	ELD – Approaches and Methods
		ELD – Listening and Speaking
		ELD – Reading and Writing
		Specially Designed Academic Instruction Delivered in English (SDAIE)
Culture and Inclusion	Domain 1: Culture and Cultural Diversity and Their Relationship to Academic Achievement	Cultural Concepts and Perspectives
		Cultural Contact
		Cultural Diversity in California and the United States
		Crosscultural Interaction
	Domain 2: Culturally Inclusive Instruction	The Role of Culture in the Classroom and School
		Culturally Inclusive Learning Environment
		Family and Community Involvement
		Culturally Inclusive Curriculum and Instruction

TEST 1: 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.

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.

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.

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).
- 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).

TEST 2: 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.
- 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.

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).
- 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.
- 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.
- 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.

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)
- 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.
 - 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.

TEST 3: 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).
- 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).
- 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
- 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).