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Information

Professional Services Committee

Draft Knowledge, Skills and Abilities (KSAs) for the CSET: Bilingual Methodology and Bilingual Culture Examinations

Executive Summary: This agenda item provides the draft KSAs for the new CSET: Bilingual Methodology and CSET: Bilingual Culture Examinations. These examinations will replace the BCLAD Tests V (Methodology) and VI (Culture) beginning with the November 2007 CSET test administration. The KSAs are being presented to the Commission for information purposes prior to beginning the content validation study for these two examinations.

Recommended Action: For information only

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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.
- ◆ Implement, monitor and report on the outcomes of new program initiatives.

August 2007

Draft Knowledge, Skills and Abilities (KSAs) for the CSET: Bilingual Methodology and Bilingual Culture Examinations

Introduction

At the June 2007 Commission meeting, staff presented an update on the work of the Bilingual Certification Design Team. This agenda item provides a further update on that work with respect to progress on revalidating and redeveloping the examination route for bilingual certification.

Background

At the November-December 2006 Commission meeting, the Commission approved an examinations consolidation and streamlining plan whereby the BCLAD examinations would (a) be moved within the CSET examination series; (b) be updated to reflect progress within the field; and (c) be revalidated. This work is being done in parallel with the work of the Bilingual Certification Design Team to update and redesign, as needed, the routes to bilingual certification. As this work has unfolded, a parallel timeline became a necessity to ensure that both routes are comparable in scope and rigor. The examination development and revalidation work has now progressed to the point where the revised and updated set of knowledge, skills, and abilities (KSAs) required of a bilingual teacher are ready for field review and content validation. The draft KSAs are now being presented to the Commission for its initial review prior to beginning the field review and content validation process.

Development of the Set of Knowledge, Skills and Abilities (KSAs) Required for Bilingual Certification

The updated set of KSAs serve as the basis for both examination revision and revalidation, and for the development of new program standards for the proposed new program route to certification. The KSAs will be undergoing a content validity study starting at the end of August 2007 to ensure that they accurately and appropriately represent the knowledge, skills and abilities needed to do the job of a bilingual teacher in California public schools. As indicated in the June 2007 agenda item, it was expected that the content validity study would be completed in time to present the KSAs to the Commission as an information item in August 2007 and as an action item in October 2007.

The Commission's contractor for the CTEL/BCLAD examinations, NCS Pearson, Inc., has been working with a panel of bilingual experts, including several members of the Bilingual Certification Design Team, to revalidate and update as necessary the set of examinations used for bilingual certification. There are currently three BCLAD subtests: Language (Listening, Speaking, Reading, Writing), Bilingual Methodology, and the Culture of Emphasis. As part of an examinations consolidation effort, these three current BCLAD examinations have become part of the CSET series of examinations, and the final administration of the current BCLAD examination was held in June 2007.

The former BCLAD examination in Language will be replaced by the current CSET: Languages Other than English subtest III (subtest II for several of the less commonly taught languages as the less commonly taught languages only have two CSET subtests). The former BCLAD subtest in Bilingual Methodology will become the new, revalidated CSET: LOTE Subtest IV; the former BCLAD subtest in the Culture of Emphasis will become the new, revalidated CSET: LOTE Subtest V. The key difference between the CSET: LOTE Culture test and the CSET: LOTE Bilingual Culture of Emphasis test is that the former focuses on the historical and contemporary culture within its country/countries of origin, whereas the latter focuses on the experiences of the culture within the United States and on issues such as migration/immigration, crosscultural interactions, and acculturation.

The examination questions from the current BCLAD item bank have been reviewed by both the Bias Review Committee and the content expert panel for their alignment with the new draft KSAs. In addition, drafts of new test items for both subtests have been developed and are now going through the item review process.

The first administration of the new CSET: LOTE Subtests IV (Bilingual Methodology) and V (Culture of Emphasis) will be on Saturday, November 3. Scoring will be completed by late November 2007, and standard setting will take place in early December 2007. The proposed passing score standard for the CSET: LOTE Subtests IV and V will be presented to the Commission for adoption at the February 2008 meeting.

The following timeline, reprinted from the June 2007 Commission agenda item, documents the examination development process.

Timeline for the Completion and Implementation of the Bilingual Certification Examinations and the Bilingual Teacher Preparation Program Standards

	KSAs	Exams Development	Program Standards
May 2007	KSA and Item Review Meeting		
June 2007			BCDT reviews current draft of Program Standards
July 2007			BCDT meets July 5-6 and discusses current draft version of Program Standards
August 2007	Content Validity Study begins; Draft KSAs presented to Commission for information	Item review meeting to review new draft test items based on the KSAs; Test Guide for candidates drafted for review	BCDT reviews revisions and next draft of Program Standards
September 2007	Content Validity Study completed	Finalized candidate Test Guides for CSET:LOTE Subtests IV and V posted to examinations website;	BCDT meets September 13-14 to review final draft of

	KSAs	Exams Development	Program Standards
		Invitations to the December passing score standard setting meeting sent to panel members	Program Standards
October 2007	Final KSAs presented to Commission for adoption		Program standards presented to the Commission for information; Field review of draft of Program Standards begins
November 2007		First administration of new CSET:LOTE Subtests IV and V; Scoring conducted for CSET: LOTE Subtests IV and V	Field review of draft Program Standards continues; Final version of draft Program Standards developed
December 2007		Passing score standard setting meeting conducted for CSET: LOTE Subtests IV and V	Program Standards presented to the Commission for approval
February 2008		Recommended passing score standard for CSET: LOTE Subtests IV and V presented to the Commission for approval	Program Standards distributed to the field, along with submission guidelines; Technical assistance begins, to help program sponsors in the development of programs and in responding to the new program standards

The Draft KSAs

The draft KSAs for the CSET: Bilingual Methodology and the CSET: Bilingual Culture are provided as Attachment A. The following chart illustrates the comparison between the prior BCLAD KSAs and the draft CSET KSAs for the bilingual methodology and the bilingual culture examinations.

**Comparison of Knowledge and Skill Areas for Prior BCLAD and New CSET: LOTE
Bilingual Methodology and Bilingual Culture Exams**

BCLAD Exam Knowledge and Skill Areas	CSET: LOTE Exam KSAs
Test 4: Methodology for Primary Language Instruction	Subtest IV: Bilingual Education And Bilingualism; Intercultural Communication; Instruction And Assessment
1. Instructional delivery: Organizational strategies	001 Foundations of Bilingual Education
2. Language and content assessment in L1	005 Language and Literacy Instruction and Assessment in Bilingual Education Settings 006 Content Instruction and Assessment in Bilingual Education Settings
3. Use of L1 and L2: transferring language and literacy skills	002 Bilingualism and Biliteracy 005 Language and Literacy Instruction and Assessment in Bilingual Education Settings 006 Content Instruction and Assessment in Bilingual Education Settings
4. Use of L1 and L2: Culture and content	003 Intercultural Communication and Culturally Inclusive Instruction 004 School, Home, and Community Collaboration
5. Development of higher-order thinking skills in L1	005 Language and Literacy Instruction and Assessment in Bilingual Education Settings 006 Content Instruction and Assessment in Bilingual Education Settings
6. Evaluation and use of primary-language materials for instruction and assessment: Criteria for selection	007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings
7. Evaluation and use of primary-language materials for instruction and assessment: Augmenting existing resources	007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

Test 5: The Culture of Emphasis	Subtest V: Geographic And Historical Contexts; Sociopolitical And Sociocultural Contexts
1. Major historical periods and events	001 The Geographic and Demographic Context 002 The Historical Context
2. Values, beliefs, and expectations	004 The Sociocultural Context
3. Communication systems	004 The Sociocultural Context
4. Demographics, roles, and status	001 The Geographic and Demographic Context 004 The Sociocultural Context
5. Family structure, function, and socialization	003 The Sociopolitical Context 004 The Sociocultural Context
6. Humanities and the arts	005 Crosscultural, Intercultural, and Intracultural Contexts
7. Major historical periods and events	002 the Historical Context
8. Historical and contemporary demography (nature and impact)	001 The Geographic and Demographic Context 002 The Historical Context
9. Migration and immigration	003 The Sociopolitical Context
10. Contributions	005 Crosscultural, Intercultural, and Intracultural Contexts

Key Differences Between the Prior BCLAD KSAs and the CSET:LOTE Bilingual KSAs

One of the major differences between the prior BCLAD KSAs and the KSAs for the new CSET:LOTE bilingual methodology and bilingual culture examinations is the degree of specificity of the content covered by the two examinations. The prior BCLAD KSAs were limited and offered little guidance to candidates, whereas the new CSET:LOTE bilingual KSAs provide the same level of detail about the content covered by the examinations as do all of the other CSET examinations. The new CSET:LOTE bilingual KSAs incorporate all the topics of the original BCLAD and have also been expanded and updated to be more reflective of current program models, legislation, research on language development, and the skills necessary for content area academic learning for English Learners.

The prior BCLAD specifications are provided in Attachment A. The new CSET:LOTE specifications are provided with the KSAs in Attachment B.

Attachment A

Prior BCLAD KSAs

Test 4 (Bilingual Methodology)

Reprinted from the Prior BCLAD Study Guide for Test 4 (Bilingual Methodology)

“BCLAD Test 4 covers instructional delivery and assessment in a bilingual classroom and the evaluation and use of primary-language materials. Test 4 is language-generic, that is, it does not focus on any specific language. It consists of 40 multiple-choice questions.

Test 4 Knowledge and Skill Areas

1. Instructional delivery: Organizational strategies

Includes topics such as content area instruction (preview-review, alternate day/week, and divided day) and language arts instruction (readiness, L1, and L2).

2. Language and content assessment in L1

Includes topics such as use of assessment to guide instruction (assessment-instruction loop), formal and informal assessment, and learner self-assessment.

3. Use of L1 and L2: Transferring language and literacy skills

Includes topics such as L1/L2 literacy, L1/L2 oral language, and primary-language support.

4. Use of L1 and L2: Culture and content

Includes topics such as teaching content in L1/L2, and building on and using the learners' home and community culture.

5. Development of higher-order thinking skills in L1

6. Evaluation and use of primary-language materials for instruction and assessment: Criteria for selection

Includes topics such as applicability to California curriculum frameworks, generalizability to larger population with language and dialectal variations, potential bias (e.g., cultural, linguistic, and gender), and appropriateness/relevance to strengths and needs of learners (linguistic strengths and needs, cultural background, developmental strengths and needs, and cognitive-academic development).

7. Evaluation and use of primary-language materials for instruction and assessment: Augmenting existing resources

Includes topics such as adaptation (e.g., exemplify, paraphrase, gloss, and amplify), supplementing with other resources (e.g., human, print, and technological), and developing materials.”

Prior BCLAD KSAs Test 5 (Bilingual Culture)

Reprinted from the Prior BCLAD Study Guide for Test 5 (Bilingual Culture)

“BCLAD Test 5 focuses on the culture associated with the teacher’s language of emphasis (see Test 6). This test is divided into two parts. Part I covers the origins and characteristics of the culture of emphasis, that is, the commonalities of the culture of emphasis in its home country or countries. Topics include major historical periods and events, values and beliefs, communication systems, demographics, family structure, and the arts. Part II covers the experiences in the United States and California of the people of the culture of emphasis, including topics such as major historical periods and events, demography, migration and immigration, cultural contributions, and intragroup and intergroup relations. There are multiple versions of Test 5, each focusing on a different culture. Each version of Test 5 is based on the knowledge and skill areas below and consists of 50 multiple-choice questions.

Test 5 Knowledge and Skill Areas

1. Major historical periods and events

2. Values, beliefs, and expectations

Includes topics such as social customs and mores; rites, rituals, and ceremonies; work and leisure systems; health and medicine; institutional influences (political, economic, legal, and religious); and educational systems (formal and informal).

3. Communication systems

Includes topics such as greetings and saying good-bye, apologies, complimenting, naming and forms of address, agreeing and disagreeing, turn taking and overlapping, eye contact, and proxemics.

4. Demographics, roles, and status

Includes topics such as race, gender, ethnicity, social class, age, occupation, and educational level.

5. Family structure, function, and socialization

6. Humanities and the arts

7. Major historical periods and events

8. Historical and contemporary demography (nature and impact)

9. Migration and immigration

Includes topics such as characteristics of migrants and immigrants (who, origins, and destinations), causes of migration and immigration (push/pull factors), immigration law and policy, legal status of immigrants (e.g., documented, undocumented, and refugee), and support networks available to migrants and immigrants (formal and informal).

10. Contributions

Includes topics such as arts, humanities, political, legal, cultural, social, and economic.

11. Relationship between the culture of emphasis and the dominant culture

Includes topics such as relative status (socioeconomic, racial, ethnic, linguistic, and educational), cultural conflicts, and mutual influence.

12. Relationships among different groups within the culture of emphasis

Includes topics such as relative status (socioeconomic, racial, ethnic, linguistic, and educational) and cultural conflicts.”

ATTACHMENT B

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CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS® (CSET®)

Languages Other Than English

Subtest IV: Bilingual Education and Bilingualism; Intercultural Communication; Instruction and Assessment

DOMAIN 1: BILINGUAL EDUCATION AND BILINGUALISM

001 Foundations of Bilingual Education

- 1.1 • Demonstrate understanding of the philosophical, theoretical, and research bases for bilingual education.
- 1.2 • Demonstrate knowledge of the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language instruction, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education).
- 1.3 • Demonstrate knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], *Lau v. Nichols*, *Castañeda v. Pickard*) and California (e.g., *Mendez v. Westminster*, Proposition 227, *Williams v. State of California*) and their effects on bilingual education programs.
- 1.4 • Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the subtractive (deficit) perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation into the target culture).
- 1.5 • Demonstrate understanding of the theoretical foundations, practices, limitations, and effects of the additive (enrichment) perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation into the target culture).

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LANGUAGES OTHER THAN ENGLISH

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

002 Bilingualism and Biliteracy

- 2.1 • Demonstrate knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) that occur in the development of bilingualism and biliteracy.
- 2.2 • Demonstrate understanding of current research on the developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge) and implications of this research for instruction and assessment in bilingual education settings.
- 2.3 • Demonstrate understanding of the roles of code-switching, language mixing, and interlanguage in the development of bilingualism and biliteracy.
- 2.4 • Apply knowledge of developmental processes of bilingualism and biliteracy to select appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy.
- 2.5 • Demonstrate understanding of the transferability of language and literacy skills between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target languages.
- 2.6 • Apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writing skills in the primary and target languages.

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SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

DOMAIN 2: INTERCULTURAL COMMUNICATION

003 Intercultural Communication and Culturally Inclusive Instruction

- 3.1 • Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., distance between speakers, eye contact), patterns of oral discourse (e.g., overlapping, turn-taking, volume of voice, use/role of silence), and patterns of written discourse (e.g., level of formality, organizational structure).
- 3.2 • Demonstrate understanding of the effects of intercultural communication and interaction on bilingual education settings; the school/community climate; and student motivation, participation, and achievement.
- 3.3 • Demonstrate understanding of the origins of dialectal and/or tonal variation (e.g., geographic location, gender, socioeconomic background) and ways in which dialectal and/or tonal variations can affect student learning.
- 3.4 • Demonstrate understanding of cultural influences (e.g., different values regarding cooperation and competition, different expectations and preferences in teacher-student and student-student interaction, different attitudes toward conformity and individuality) on learning and teaching in bilingual education settings.
- 3.5 • Demonstrate knowledge of factors that contribute to classroom and school environments that support cultural understanding, student motivation, and achievement (e.g., infusing multicultural perspectives throughout the curriculum, establishing a high level of interaction among students with different backgrounds, promoting respect for cultural and linguistic diversity).
- 3.6 • Apply knowledge of intercultural communication and interaction that is linguistically and culturally inclusive and responsive to provide literacy and content instruction in bilingual education settings (e.g., role-playing intercultural encounters, analyzing current events related to a variety of cultures, respecting students' primary language/dialect, using students' primary language and home culture to promote language and literacy development and content-area learning).

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SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

004 School, Home, and Community Collaboration

- 4.1 • Demonstrate understanding of the important role of families as primary-language and cultural resources and the importance of establishing and maintaining strong school-home partnerships.
- 4.2 • Demonstrate knowledge of effective strategies to provide families with information about the educational goals and characteristics of bilingual programs and to assist families in making decisions concerning their children's placement and education.
- 4.3 • Demonstrate knowledge of families' notification rights regarding program options for students in bilingual education programs (e.g., the waiver process) and strategies to communicate these rights in an appropriate and effective medium (e.g., bilingual telephone calls, home visits, videos, primary-language materials).
- 4.4 • Demonstrate knowledge of effective strategies to communicate assessment results to families and to provide guidance on ways in which families can support their children's achievement at home and in bilingual education settings.
- 4.5 • Demonstrate knowledge of strategies to identify opportunities for families to contribute their funds of knowledge and expertise within bilingual education settings and across the school community, including participation in a variety of school forums and organizations.
- 4.6 • Demonstrate knowledge of strategies to identify and utilize available community resources and to establish and maintain strong school-community partnerships to support culturally inclusive bilingual instruction.
- 4.7 • Demonstrate knowledge of strategies to communicate and collaborate with other teachers and educators to share information about methods and models of bilingual education that promote the learning and development of culturally and linguistically diverse students.

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LANGUAGES OTHER THAN ENGLISH

SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

DOMAIN 3: INSTRUCTION AND ASSESSMENT

005 Language and Literacy Instruction and Assessment in Bilingual Education Settings

- 5.1 • Demonstrate understanding of the applications, limitations, and appropriateness of different models of bilingual education to develop, plan, and implement effective language and literacy instruction and assessments.
- 5.2 • Demonstrate knowledge of how to plan, select, and use effective and appropriate pedagogical practices that foster language and literacy development in the primary and target languages (e.g., providing comprehensible input, accessing students' prior knowledge, creating a language-rich environment, scaffolding literacy activities, planning meaningful and purposeful literacy activities).
- 5.3 • Demonstrate knowledge of strategies to provide differentiated instruction in language and literacy based on student proficiency levels in the primary and target languages.
- 5.4 • Demonstrate understanding of the interrelatedness of the four domains of language (i.e., listening, speaking, reading, and writing) in the development of biliteracy and the importance of integrating these language domains into instruction and assessment in bilingual education settings.
- 5.5 • Apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers), and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages.
- 5.6 • Demonstrate understanding of ways in which students' life experiences (e.g., immigrant or refugee experiences, prior educational experiences, oral traditions), educational achievements, and language development can be used to foster learning and literacy in the primary and target languages.
- 5.7 • Demonstrate understanding of ways in which variations in students' primary languages (e.g., dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language.
- 5.8 • Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language assessments in bilingual education settings.

- 5.9 • Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of language and literacy assessments in bilingual education settings, including appropriate assessments of social and academic language proficiency.
- 5.10 • Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, modify, and differentiate instruction in the appropriate language(s) in bilingual education settings.

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SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

006 Content Instruction and Assessment in Bilingual Education Settings

- 6.1 • Demonstrate understanding of the applications, appropriateness, and limitations of different models of bilingual education in developing, planning, and implementing effective content-area instruction and assessments.
- 6.2 • Demonstrate knowledge of how to plan, select, and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings (e.g., including language and grade-level content objectives in lessons, activating background knowledge and experiences, providing linguistic scaffolding).
- 6.3 • Demonstrate knowledge of strategies for aligning instruction with California K–12 student academic content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages.
- 6.4 • Demonstrate understanding of the interrelated nature of language and literacy development and content-area learning, including understanding of issues related to the integration of language development and content-area learning in bilingual education settings (e.g., development of academic language in the primary and target languages, language modification without simplification of content, cultural/multicultural perspectives).
- 6.5 • Demonstrate understanding of a variety of instructional approaches and strategies that foster the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target languages.
- 6.6 • Demonstrate understanding of ways in which students' life experiences, language development, and language variations can be used to foster content learning in the primary and target languages.
- 6.7 • Demonstrate knowledge of a variety of participation structures that require students to negotiate meaning in order to understand content.
- 6.8 • Demonstrate understanding of the roles, purposes, and uses of standardized and nonstandardized primary- and target-language content assessments in bilingual education settings.

- 6.9 • Demonstrate knowledge of how to select, adapt and/or develop as necessary, and administer a variety of content assessments in bilingual education settings.
- 6.10 • Demonstrate knowledge of strategies for interpreting the results of primary- and target-language assessments to plan, organize, and differentiate instruction in content areas.

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SUBTEST IV: BILINGUAL EDUCATION AND BILINGUALISM; INTERCULTURAL COMMUNICATION; INSTRUCTION AND ASSESSMENT

007 Evaluation, Use, and Augmentation of Materials in Bilingual Education Settings

- 7.1 • Demonstrate knowledge of strategies for evaluating alignment among primary- and target-language materials, content standards, and curriculum frameworks.
- 7.2 • Demonstrate knowledge of strategies for evaluating and selecting state-adopted and state-approved textbooks and supplementary materials for bilingual education settings based on a variety of criteria, including appropriateness for instructional purpose, alignment with curriculum, local community and student needs, and level of academic language.
- 7.3 • Demonstrate knowledge of strategies for developing, adapting, and extending instructional materials to meet the needs of diverse learners in bilingual education settings.
- 7.4 • Demonstrate knowledge of strategies for selecting and evaluating primary- and target-language materials, including multicultural literature and nontext materials, for use in instruction and assessment.
- 7.5 • Demonstrate knowledge of strategies for reviewing and evaluating materials to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups.
- 7.6 • Demonstrate knowledge of how to locate, evaluate, and incorporate target- and/or primary-language-specific technology (e.g., Web-based media, educational software) into bilingual education settings to facilitate students' language, literacy, and content-area development.

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CALIFORNIA SUBJECT EXAMINATIONS FOR TEACHERS® (CSET®)
LANGUAGES OTHER THAN ENGLISH

Subtest V: Geographic and Historical Contexts; Sociopolitical and Sociocultural Contexts

DOMAIN 1: GEOGRAPHIC AND HISTORICAL CONTEXTS

001 The Geographic and Demographic Context

- 1.1 • Demonstrate knowledge of significant geographic and demographic features of the country or countries of origin.
- 1.2 • Demonstrate understanding of the effect of geographic factors on language variations within the culture of emphasis.
- 1.3 • Demonstrate understanding of immigration to and migration patterns within the United States (e.g., push/pull factors, refugee/immigrant issues, legal status), including the influence of economic globalization on immigration and migration patterns.
- 1.4 • Describe and explain settlement and/or resettlement patterns among members of the culture of emphasis in the country or countries of origin and in the United States.
- 1.5 • Analyze ways in which immigration and migration by members of the culture of emphasis have influenced historical and contemporary demographics in the United States.

002 The Historical Context

- 2.1 • Identify major historical eras, movements, and developments of the country or countries of origin (e.g., the rise and decline of indigenous civilizations, periods of vigorous artistic and intellectual activity, colonization by foreign nations, war, struggles for independence) and analyze the influence of those historical events on different groups within the culture of emphasis.
- 2.2 • Recognize the primary social and political structures within the country or countries of origin and demonstrate understanding of the contributions of various groups, including indigenous populations, to the culture of emphasis.
- 2.3 • Demonstrate understanding of the beliefs and values of different groups, including indigenous groups, in the country or countries of origin.
- 2.4 • Demonstrate knowledge of the effects of various historical factors (e.g., economic, political, educational, social) on the language and culture of the country or countries of origin and

recognize contemporary influences in the United States on the language and culture of members of the culture of emphasis.

- 2.5 • Analyze how historical developments in the United States (e.g., immigration patterns, civil rights movements) and contemporary features of U.S. society (e.g., youth culture, marriage laws, immigration legislation) have influenced the experience of members of the culture of emphasis within the United States.

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SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

DOMAIN 2: SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

003 The Sociopolitical Context

- 3.1 • Compare governmental systems (e.g., democratic, totalitarian, theocratic) and legal systems (e.g., judicial systems, civil liberties, due process rights) of the country or countries of origin and the United States.
- 3.2 • Demonstrate understanding of the distribution of political power and the nature of citizen participation in the country or countries of origin and analyze the ways in which this political tradition has influenced the involvement of members of the culture of emphasis in U.S. civic life.
- 3.3 • Demonstrate understanding of how the sociopolitical context of the country or countries of origin interacts with and affects demographics, roles, and status in those countries and analyze the influence of such factors on members of the culture of emphasis in the United States (e.g., transnationalism, dual citizenship, repatriation).
- 3.4 • Demonstrate knowledge of economic systems (e.g., agrarian, industrial, capitalist, socialist), workforce composition, class structure, and access to economic opportunities in the country or countries of origin and analyze the ways in which these systems and structures have influenced the experience of members of the culture of emphasis in the United States.
- 3.5 • Demonstrate understanding of the religious traditions and institutions within the country or countries of origin and the influence of these traditions and institutions in immigrant and ethnic communities in the United States.
- 3.6 • Demonstrate knowledge of the educational system of the country or countries of origin (e.g., school structures, compulsory education laws, access and availability), recognize how cultural and social traditions affect educational practices in the country or countries of origin (e.g., oral tradition, rote learning), and analyze the influence of those systems and practices on the educational experience of members of the culture of emphasis in the United States.

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LANGUAGES OTHER THAN ENGLISH

SUBTEST V: GEOGRAPHIC AND HISTORICAL CONTEXTS; SOCIOPOLITICAL AND SOCIOCULTURAL CONTEXTS

004 The Sociocultural Context

- 4.1 • Demonstrate and apply knowledge of verbal and nonverbal elements of communicative competence (e.g., register, discourse patterns, forms of address, respect, greetings, turn-taking, eye contact, kinesthetic cues and proxemics) among members of the culture of emphasis and analyze how traditional patterns of communication have been maintained and/or modified in the United States.
- 4.2 • Compare socialization patterns and practices (e.g., family, school, peer groups, mass media) in the country or countries of origin and in the United States and analyze how traditional patterns of socialization have been preserved and/or modified in the United States.
- 4.3 • Demonstrate understanding of how roles and status of individuals (e.g., economic, racial, gender, ethnic, social class, age, educational level) influence social relationships in the country or countries of origin and how those factors affect the process of acculturation in the United States.
- 4.4 • Demonstrate understanding of features and practices of daily life in the country or countries of origin (e.g., shelter, work, food, marriage and family life, leisure activities, rites and celebrations, health and medical practices) and describe how these practices have been preserved and/or modified in the United States.
- 4.5 • Demonstrate knowledge of the humanities and arts (e.g., literature, visual/performing arts, folk and oral traditions, popular culture) in the country or countries of origin and their influence on the arts and popular culture of the United States.

005 Crosscultural, Intercultural, and Intracultural Contexts

- 5.1 • Demonstrate knowledge of diversity (e.g., language, social class, education, traditions) within the culture of emphasis in the country or countries of origin and in the United States.
- 5.2 • Demonstrate understanding of crosscultural, intercultural, and intracultural interactions (e.g., conflict, harmony, interdependence) in the country or countries of origin and between members of the culture of emphasis and other groups in the United States.
- 5.3 • Demonstrate understanding of sociopolitical and sociocultural factors (e.g., nationalism, legislation, ethnic pride, physical characteristics, stereotypes, xenophobia, marginalization) that influence the development of cultural, bicultural, and multicultural identity among

members of the culture of emphasis in the United States.

- 5.4 • Demonstrate knowledge of the contributions of members of the culture of emphasis to the social, economic, artistic, intellectual, and political life of the United States.

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