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# 3A

## Action

### *Professional Services Committee*

#### **Adoption of Subject Matter Requirements (SMRs) for the CSET: World Language: English Language Development (ELD) Examination and World Language: English Language Development Subject Matter Program Standards**

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**Executive Summary:** This agenda item provides the draft Subject Matter Requirements (SMRs) for the new CSET: World Language: English Language Development examination and also the draft World Language: English Language Development Subject Matter Program Standards for potential adoption by the Commission.

**Recommended Action:** That the Commission adopt the draft CSET: World Language ELD Subject Matter Requirements and ELD Subject Matter Program Standards as presented in this item.

**Presenters:** Phyllis Jacobson and Paula Jacobs, Consultants, 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 and performance of professional educators and for the accreditation of credential programs



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# **Adoption of Subject Matter Requirements (SMRs) for the CSET: World Language: English Language Development (ELD) Examination and World Language: English Language Development Subject Matter Program Standards**

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## **Introduction**

At the December 2011 Commission meeting, draft Subject Matter Requirements and draft Subject Matter Program standards were presented for the single subject content area of World Language: English Language Development. (<http://www.ctc.ca.gov/commission/agendas/2011-12/2011-12-5C.pdf>) These SMRs and Program Standards were developed by the Commission's 2011 English Learner Authorizations Advisory Panel (Appendix C) pursuant to policy recommendations adopted by the Commission in October 2010. (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>)

The draft SMRs and corresponding Subject Matter Program Standards will underlie the development of a new Single Subject World Language content area in English Language Development (ELD) that would authorize the holder to provide departmentalized ELD instruction. This is the first time in California that there would be an identified body of content knowledge and subject matter preparation for ELD prior to teacher preparation, and this would also be the first time that California offered a single subject, World Language: ELD credential.

## **Background**

### **Subject Matter Competence Requirement for Candidates**

Candidates for a Single Subject California teaching credential have to demonstrate subject matter competence as one of the requirements for the teaching credential. The Elementary and Secondary Education Act (ESEA) requires all teachers of core academic subjects to demonstrate ESEA teacher quality compliance. The federal definition of a Highly Qualified Teacher (HQT) is three fold: teachers must hold at least a bachelors degree, be appropriately licensed by the state, and demonstrate subject matter competency. In accordance with California's No Child Left Behind (NCLB) compliance plan, California Single Subject candidates new to the profession have two routes for demonstrating subject matter competence in an NCLB core academic subject area to meet HQT status: (1) a program route, including any of the following options: (a) completing a Commission-approved subject matter preparation program; (b) major in the core area; (c) graduate degree in the core area; (d) major equivalent in the core area of 32 non-remedial units with a grade of C or higher; (e) advanced certification/National Board certification in the core area; or (2) passing the applicable California Subject Examinations for Teachers (CSET) subject matter examination. World Language is a core academic subject area under NCLB. If a school or district provides World Language graduation credit for an ELD course, the teacher must meet HQT requirements.

Underlying both of these routes to verify subject matter knowledge is a common set of subject matter requirements (SMRs). The SMRs define the content that is eligible to be included on the subject matter examination and that must be covered within an approved subject matter program's coursework.

SMRs serve multiple purposes and functions:

- Structuring test content to be clear and understandable to professionals in the field and candidates preparing for the assessment.
- Providing meaningful categories for test design and the development of test items.
- Informing the general public, legislators, and other constituencies about test content and expectations for public school teachers of departmentalized World Language: ELD.
- Supporting the use of consistent scoring criteria and procedures.
- Providing a framework for reporting test scores to candidates, preparation programs, the public, and the Commission.
- Providing a framework for subject matter preparation program standards to assure that candidates who complete the examination route to demonstrating subject matter competence and those who complete the subject matter program route have the same underlying content knowledge.

The draft Subject Matter Requirements (SMRs) for World Language: ELD are presented in Appendix A.

The development and validation process for the World Language: ELD Subject Matter Requirements was discussed in the December 2011 information agenda item, and included;

- Development by the expert panel (i.e., the English Learner Authorizations Advisory Panel) of the draft SMRs during Spring-Summer 2011.
- Bias review during Summer 2011 by the Commission's standing Bias Review Committee of the draft SMRs to assure that the draft SMRs are free of bias.
- Statewide Content Validation in September 2011 of the content of the draft SMRs. The purpose of the content validation survey is to obtain judgments from California educators about the importance of the draft SMRs to the job of a beginning California public school teacher of departmentalized ELD. More detailed information about the Content Validation process and results is provided below in this agenda item.
- Review of the feedback received from the content validation survey of the draft SMRs by the EL Authorizations Advisory Panel at its October 2011 meeting.

In addition to the draft SMR statements, a corresponding set of World Language: ELD Subject Matter Program Standards (Appendix B) were developed by the English Learner Authorizations Advisory Panel. The Subject Matter Program Standards reflect the content of the SMRs in terms of what the program must provide the candidate so that the candidate develops and demonstrates the competencies expressed in the SMRs. It is important to note that the SMRs are also included with the Commission's Subject Matter Program Standards to provide explicit guidance to program sponsors as to the content required within subject matter programs to assure that candidates demonstrating subject matter competency by either of the two approved routes have

comparable subject matter knowledge. Each prospective subject matter program sponsor must provide a matrix of the subject matter requirements and where each of the requirements is addressed in the program's coursework.

### **Outline of the Structure of the World Language: English Language Development SMRs**

SMRs are organized into *domains*. Domains represent the accepted organization of the scope of knowledge in a content area. Subdomains further organize the content into *competencies* and *descriptive statements*. Competencies are the divisions that reflect a more detailed definition of the topics within each domain. Descriptive statements are examples of the competencies, providing further details about the content that may be assessed within each competency and/or that candidates must be provided through the subject matter preparation program.

The draft World Language: ELD SMRs presented in Appendix A include five domains organizing the World Language: ELD-related content. The outline below shows the domain and subdomain structure of the draft Single Subject World Language: ELD SMRs. These domains and subdomains are also reflected in the content of the draft Subject Matter Program Standards.

### **Domain 1: Knowledge of English Learners in California and the United States**

- 1.1 Historical, Demographic, and Social Contexts for English Learner Education
- 1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States
- 1.3 Characteristics and Typologies of English Learners
- 1.4 Child and Adolescent Growth and Development, Including Cross-Cultural Perspectives

### **Domain 2: Applied Linguistics**

- 2.1 The Nature of Language and Language Structure and Use
- 2.2 Language Development
- 2.3 English Language Linguistics
- 2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum

### **Domain 3: Cultural Foundations**

- 3.1 Cultural Perspectives and Resources
- 3.2 Cultural Influences on Learning
- 3.3 Roles and Influence of Families and the Community in Schooling

### **Domain 4: Foundations of English Learner Education in California and the United States**

- 4.1 Historical Perspectives on English Learner Education in the U.S. and California
- 4.2 Current Features of English Learner Education in California
- 4.3 Foundations of Assessment for English Learners
- 4.4 Foundations of Literacy Instruction for English Learners
- 4.5 Principles of English Language Development Instruction for English Learners

**Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency**

- 5.1 Principles of English Aural Language Instruction and Assessment for English Learners
- 5.2 Principles of English Oral Language Instruction and Assessment for English Learners
- 5.3 Principles of English Reading Instruction and Assessment for English Learners
- 5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners
- 5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum

The English Learner Authorizations Advisory Panel believes these SMRs and Subject Matter Program Standards reflect the most current research and thinking in the field of English Learner education, and may be the most advanced standards of their kind in the nation.

**Test Structure and Domain Weighting**

The SMRs will form the basis for the new CSET: World Language: ELD subject matter examination. The examination is proposed to be comprised of three subtests which together as a whole will address all of the SMRs in the five domains listed below. The subtest structure would be as follows:

- Subtest I: Knowledge of English Learners in CA and the U.S. (Domain 1)  
Applied Linguistics (Domain 2)
  
- Subtest II: Cultural Foundations (Domain 3)  
Foundations of English Learner Education in CA and the U.S.(Domain 4)
  
- Subtest III: Principles of ELD Instruction and Assessment (Domain 5)

The EL Advisory Panel discussed how each of the domains should be weighted (i.e., the relative importance of each domain within the examination as a whole). Weighting provides an indication to test developers of which content should be more or lesser emphasized within a given subtest of the examination. The panel’s recommended domain weighting is provided below. Development of the new CSET: World Language: ELD subject matter examination will begin upon approval by the Commission of the final ELD SMRs. It is anticipated that the initial administration of the new CSET: World Language: ELD examination will be in Fall 2013.

**Proposed Domain Weighting for CSET: World Language: ELD**

<b>Domain</b>	<b>Subdomains Addressed</b>	<b>Recommended Weighting</b>
1: Knowledge of English Learners in CA and the US	1. Historical, Demographic, and Social Contexts for English Learner Education	10%
	2. Historical and Current Educational Research Relating to English Learner Achievement in CA and the U.S.	
	3. Characteristics and Typologies of English Learners	
	4. Child and Adolescent Growth and Development	
2: Applied Linguistics	5. Nature of Language and Language Use	30%
	6. Language Development	
	7. English Language Linguistics	

<b>Domain</b>	<b>Subdomains Addressed</b>	<b>Recommended Weighting</b>
	8. Nature and Role of Academic Language in Language Acquisition Across the Curriculum	
3: Cultural Foundations	9. Cultural Perspectives and Resources	15%
	10. Cultural Influences on Learning	
	11. Roles and Influence of Families and the Community in Schooling	
4: Foundations of English Learner Education in CA and the U.S.	12. Historical Perspectives on English Learner Education in the U.S. and CA	20%
	13. Current Features of English Learner Education in CA	
	14. Foundations of Assessment for English Learners	
	15. Foundations of Literacy Instruction for English Learners	
	16. Foundations of English Language Development Instruction for English Learners	
5: Principles of ELD Instruction and Assessment	17. Principles of English Aural Language Instruction and Assessment for English Learners	25%
	18. Principles of English Oral Language Instruction and Assessment for English Learners	
	19. Principles of Reading Instruction and Assessment for English Learners	
	20. Principles of English Writing Instruction and Assessment for English Learners	
	21. Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum	

### **English Learner Authorizations Panel Recommendation**

The English Learner Authorizations Advisory panel recommends that the Commission adopt the draft CSET: World Language: English Language Development Subject Matter Requirements and the draft World Language: English Language Development Subject Matter Program standards, including the CSET: World Language: ELD domain weighting, as presented in this agenda item.

### **Next Steps**

If the Commission approves the draft CSET: World Language: ELD Subject Matter Requirements and the draft World Language: ELD Subject Matter Program standards, including the CSET: World Language: ELD domain weighting, two parallel implementation processes will begin.

With respect to the CSET: World Language ELD examination, the contractor will schedule and organize the work of the CSET: ELD Examination Development Advisory Panel, which will be a subgroup of members of the current English Learner Authorizations Advisory panel. In accordance with the established industry process for test development, draft test items will be written according to the SMRs adopted by the Commission. These items will be reviewed by the Commission's standing Bias Review Committee as well as by the CSET: ELD Examination Development Advisory Panel content experts and items will be revised or modified as needed.

based on the two reviews. The items will be field tested and revised again, if needed, to assure that the items appropriately discriminate between candidates who have the necessary content knowledge as outlined in the adopted SMRs and those who do not. Appendix D provides an overview of the full examinations development process. During the examination development process information about the availability of the new World Language: ELD examination will be provided to the public through the Commission's exams web pages and the Pearson CSET website. It is anticipated that the initial administration of the CSET: World Language: ELD examination will be in fall 2013.

For the subject matter program standards, information about the standards will be made available to all institutions which sponsor either subject matter programs or teacher preparation programs through regular communication channels such as the PSD E-news and similar web-based notifications. The standards will also be posted on the Commission's website with the other subject matter program standards. A handbook for potential program sponsors is currently in development and will be published on the Commission's website as soon as the determination is made as to the scope of the authorization of the credential. Potential program sponsors may begin submitting documents to the Commission as soon as the Commission approves Preconditions for the World Language: ELD subject matter program. The EL Advisory Panel developed two versions of Preconditions for the World Language: ELD subject matter program, depending on whether the credential would ultimately authorize the teaching of English in addition to World Language: English Language Development. The issue of the authorization scope for the credential will be brought to the Commission in a future agenda item.

#### **Future agenda items relating to the work of the EL Authorizations Advisory Panel**

Upcoming agenda items will address the following topics that relate to the EL Panel's recommendations adopted by the Commission:

- The authorization scope for the Single Subject World Language: ELD credential, including Preconditions for subject matter programs for this content area.
- Recommended updates to the array of teacher preparation standards, administrative services credential program standards, and pupil personnel services credential program standards, including a new teacher preparation program standard 8B(n) for the area of World Language: ELD, and implementation timeline for the modified standards if adopted by the Commission.
- Implementation timeline for transition to the revised English learner authorization adopted by the Commission (December 2011) for candidates completing a 2042 Multiple or Single Subject Teaching Credential or Education Specialist Teaching Credential program.
- Implementation timeline and process for any needed Title 5 regulation changes.
- Draft standards for a new English Learner Instructional Leadership Specialist credential.

# Appendix A

## Draft Subject Matter Requirements California Subject Examinations for Teachers ® (CSET®)

### World Language: English Language Development

#### Domain 1: Knowledge of English Learners in California and the United States

##### 1.1 Historical, Demographic, and Social Contexts for English Learner Education

**1.1.1** Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., settlement and resettlement patterns).

**1.1.2** Demonstrate understanding of current trends, features, and causes of migration and immigration (e.g., push/pull factors), including secondary migration and trans-national migration, in California and the United States.

**1.1.3** Demonstrate understanding of characteristics of contemporary migrants, immigrants, refugees, and U.S. born English Learners (e.g., countries of origin, home languages, destinations, levels of education, socioeconomic status, race) in California and the United States.

**1.1.4** Demonstrate knowledge of the experiences (e.g., issues, opportunities, contributions, responsibilities) of bilingual, multilingual, and multicultural groups in California and the United States, including challenges faced by these groups (e.g., heritage language maintenance and loss; legal status; geographic isolation; residential and school segregation; prejudice, discrimination, and stereotyping; cultural contact and acculturation) and how members of these groups draw on a wide variety of resources to confront these challenges (e.g., using more than one language, establishing familial and social networks, developing strategies to access and navigate U.S. educational institutions).

##### 1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States

**1.2.1** Demonstrate understanding of research on and data trends in the academic achievement and educational attainment levels of different typologies of English Learners in California and the United States (e.g., redesignation/reclassification rates, English language proficiency, state/national content assessments, postsecondary eligibility, graduation rates), implications of these data on the equitable education of English Learners (e.g., access to core curriculum, achievement gap, dropout and expulsion rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education/gifted education placement, teacher quality and retention, funding and resources) and the importance of advocating for access and equity in learning.

**1.2.2** Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English Learners' academic achievement and educational attainment.

**1.2.3** Demonstrate knowledge of research on factors in the school environment (e.g., teacher quality and preparedness, attitudes toward English Learner program and students) that influence English Learners' academic achievement and educational attainment.

**1.2.4** Demonstrate the ability to use appropriate technological resources to identify and access research and data on English Learners' educational status, academic outcomes, and related factors that influence student achievement.

### **1.3 Characteristics and Typologies of English Learners**

**1.3.1** Demonstrate knowledge of cultural, linguistic, and academic characteristics, assets, and needs of a range of English Learner typologies (e.g., well-educated newcomers, underschooled newcomers, long-term English Learners, English Learners with exceptional needs and talents).

**1.3.2** Demonstrate knowledge of different levels of English language proficiency as identified in the state-adopted English language development/proficiency standards.

**1.3.3** Demonstrate understanding of the role of English Learners' L1 proficiency and prior educational experiences in their English language development and of the assets and needs of students with limited or interrupted formal education and students who are long-term English Learners.

**1.3.4** Demonstrate understanding of the importance of providing English Learners with differentiated learning experiences based on typology, L1 and English proficiency level, and prior educational experiences.

### **1.4 Child and Adolescent Growth and Development, including Cross-Cultural Perspectives**

**1.4.1** Demonstrate knowledge of the cognitive and linguistic growth and development of children and adolescents (e.g., reasoning, problem solving, cognitive ability, learning styles), including students with exceptional needs and talents, and crosscultural perspectives on children's cognitive and linguistic development.

**1.4.2** Demonstrate knowledge of the social, moral, and emotional growth and development of children and adolescents (e.g., personality, temperament, attachment, self-concept, identity, motivation, inhibition, attitudes, anxiety, identity), including students with exceptional needs and talents, and cross-cultural perspectives on children's social, moral, and emotional development.

**1.4.3** Demonstrate knowledge of the physical growth and development of children and adolescents (e.g., age, disability), including students with exceptional needs and talents, and cross-cultural perspectives on children's physical growth.

## **Domain 2: Applied Linguistics**

### **2.1 The Nature of Language and Language Use**

**2.1.1** Demonstrate knowledge of the components of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.

**2.1.2** Demonstrate knowledge of the development of languages (e.g., the classification of languages into families and branches) and the nature of language change over time (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).

**2.1.3** Demonstrate knowledge of similarities and differences in the linguistic structure of different languages and principles of cross-linguistic influence and resource sharing to analyze and contrast linguistic structures of English and other languages.

**2.1.4** Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience.

**2.1.5** Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).

**2.1.6** Demonstrate an understanding of direct and indirect speech acts (e.g., commands, questions, requests, complaints).

**2.1.7** Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker's age, gender, culture, level of education, social class, occupation, geographic background).

**2.1.8** Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals' geographic, class, and ethnic/racial backgrounds, communities, and identities.

**2.1.9** Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift).

## **2.2 Language Development**

**2.2.1** Demonstrate understanding of current research-based theories and models of language acquisition, including similarities and differences in language acquisition (e.g., first-language acquisition, second-language acquisition, sequential bilingual development, simultaneous bilingual development, multilingual development) in various contexts.

**2.2.2** Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.

**2.2.3** Demonstrate knowledge of processes and sequences in the acquisition of a new language (e.g., productive/expressive skills vs. receptive skills, interdependence of language and content and of language domains [i.e., reading, writing, speaking, listening, and visual literacy]), including characteristic features of developmental stages of English language acquisition.

**2.2.4** Demonstrate knowledge of physical, cognitive, and affective factors that can influence English Learners' acquisition of English (e.g., age, learning styles, motivation, personality, language identity).

**2.2.5** Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification).

**2.2.6** Demonstrate knowledge of the role of the L1 in the acquisition of a new language (e.g., positive and negative transfer) and the importance of building on English Learners' L1 skills as foundation for learning English (e.g., nature and value of cognates, role of L1 literacy skills, use of L1 in facilitating comprehensible input).

## **2.3 English Language Linguistics**

**2.3.1** Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English Learners' assets and needs related to phonology.

**2.3.2** Demonstrate understanding of English orthography (e.g., alphabets, sound symbol correspondence, spelling conventions) and strategies for identifying English Learners' assets and needs related to orthography.

**2.3.3** Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English Learners' assets and needs related to morphology and vocabulary.

**2.3.4** Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English Learners' assets and needs related to syntax and grammar.

**2.3.5** Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English Learners' assets and needs related to semantics and vocabulary.

**2.3.6** Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners' assets and needs related to sociolinguistics and pragmatics, including:

- a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning
- b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence)
- c. Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter)
- d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English)

**2.3.7** Demonstrate the ability to identify and analyze English Learners' phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.

## **2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum**

**2.4.1** Demonstrate knowledge of students' development of language for social and academic purposes and how both social and academic language support and promote student learning.

**2.4.2** Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).

**2.4.3** Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:

- a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers)
- b. History/Social Science (e.g., abstract language, complex sentence structure of historical documents)
- c. Science (e.g., technical vocabulary, academic text structures such as cause/effect, compare-contrast, sequence)
- d. Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems)
- e. Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing)

f. Career Technical Education (e.g., industry-specific registers and genres, technological applications)

**2.4.4** Demonstrate the ability to analyze language forms and functions in academic texts and tasks, and identify those forms and functions that may pose challenges for English Learners at different levels of English language proficiency.

### **Domain 3: Cultural Foundations**

#### **3.1 Cultural Perspectives and Resources**

**3.1.1** Demonstrate knowledge of major cultural concepts (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, influence of geography on cultural practices and social/political systems, interrelationship between language and culture).

**3.1.2** Demonstrate understanding of how cultural perspectives within the diverse cultures of the United States interact to influence the development and evolution of U.S. cultures (e.g., worldview, core beliefs, values) and how geographic features, political factors, and significant historical individuals and events have influenced the development and evolution of U.S. cultures.

**3.1.3** Demonstrate knowledge of crosscultural, intercultural, and intracultural differences in cultural practices (e.g., rituals and traditions, social institutions and status, educational systems, health practices, culinary practices, patterns of work and leisure) of U.S. cultures.

**3.1.4** Demonstrate knowledge of products of U.S. cultures (e.g., architecture, art, literature, media, fashion) and how these cultural products exemplify cultural perspectives over time.

**3.1.5** Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., proximity, touch, eye contact, facial expressions), patterns of oral discourse (e.g., conversational openings and closings, turn-taking practices, use/role of silence) and patterns of written discourse (e.g., use of voice, level of formality, organizational structure).

**3.1.6** Demonstrate understanding of processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism) and characteristics of the stages or phases of acculturation (i.e., honeymoon, culture shock/fatigue, adjustment/adaptation, acceptance).

**3.1.7** Demonstrate understanding of the importance of educators' use of a range of resources (e.g., print and Internet resources, observation, community resources, home visits, interviews, informal conversations, written and oral histories) to learn about the cultures of English Learners and of using this knowledge to enrich learning by capitalizing on students' cultural experiences.

## **3.2 Cultural Influences on Learning**

**3.2.1** 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 an English Learners' home culture can affect the student's thinking, learning, and achievement.

**3.2.2** Demonstrate knowledge of the effects of differences in culturally influenced approaches to learning (e.g., conformity vs. individuality, cooperation vs. competition, inductive vs. deductive) on the teaching and learning of English Learners.

**3.2.3** Demonstrate understanding of the nature and role of cultural identity in English Learners' learning and achievement and the impact of a teacher's own cultural identity, beliefs, values, attitudes, and assumptions on the teaching and learning of English Learners.

**3.2.4** Demonstrate understanding of the effects of cross-cultural conflict, cultural stereotyping, and marginalization on the teaching and learning of English Learners.

**3.2.5** Demonstrate understanding of intercultural communication and interaction that is linguistically and culturally inclusive and responsive.

**3.2.6** Demonstrate understanding of factors that contribute to culturally responsive classroom and school environments that support cultural diversity and student achievement. For example:

- a. High expectations for all students
- b. High level of respect for cultural and linguistic diversity, including valuing and validating students' home languages and cultures
- c. High level of interaction among students with different backgrounds
- d. Infusion of multicultural perspectives throughout the curriculum
- e. Strong parent/guardian and community involvement in class and school activities and in school organizations and programs

**3.2.7** Demonstrate knowledge of principles of and approaches to multicultural education, from additive to transformative.

## **3.3 Roles and Influence of Families and the Community in Schooling**

**3.3.1** Demonstrate understanding of the relationship between family involvement and English Learners' academic achievement and the important role of families as cultural and home-language resources.

**3.3.2** Demonstrate knowledge of the importance of establishing and maintaining strong school-home partnerships and communicating in a culturally respectful and linguistically appropriate manner with families (e.g., translation of written communications, effective use of interpreters) for a variety of purposes, including:

- a. Providing information about classroom and school policies and practices
- b. Communicating assessment results
- c. Providing guidance regarding how families can support their children's learning and language

development at home, including continued use of the home languages  
d. Assisting families in making decisions concerning their children's placement and education

**3.3.3** Demonstrate knowledge of the importance of identifying and using available community resources and establishing and maintaining strong school-community partnerships to support English Learners' learning and achievement.

**3.3.4** Demonstrate knowledge of the importance of providing opportunities for family and community members to contribute their knowledge and expertise in the classroom and school.

## **Domain 4: Foundations of English Learner Education in California and the United States**

### **4.1 Historical Perspectives on English Learner Education in the United States and California**

**4.1.1** Demonstrate knowledge of key court cases (e.g., *Lau v. Nichols*, *Castañeda v. Pickard*, *Williams v. State of California*, *Ripon USD v. Commission on Professional Competence*) and their effects on educational programs for English Learners.

**4.1.2** Demonstrate knowledge of key legislation (e.g., Elementary and Secondary Education Act [ESEA], particularly Title VII of Improving America's Schools Act of 1994 and Title III of No Child Left Behind Act of 2001 [NCLB]; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227) and its effects on educational programs for English Learners.

**4.1.3** 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) and the impact of district and school philosophies on educational policies and practices for English Learners.

### **4.2 Current Features of English Learner Education in California**

**4.2.1** Demonstrate knowledge of current federal and state requirements for program implementation (e.g., Title III of NCLB, IDEA, Proposition 227, *Williams v. State of California*, *Lau v. Nichols*, *Castañeda v. Pickard*).

**4.2.2** Demonstrate knowledge of the expected outcomes of effective instruction for English Learners based on state and federal requirements (i.e., develop English proficiency and meet or exceed grade-level academic content standards).

**4.2.3** Demonstrate knowledge of the philosophy/assumptions and characteristics (e.g., placement and exit criteria, program length, class composition, language components) of various types and models of programs for English Learners in California. For example:

- a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
- b. Structured English Immersion (SEI)

c. English-language mainstream programs with additional and appropriate support

**4.2.4** Demonstrate understanding of required program components for English Learners, including:

a. English Language Development (ELD)

b. Access to the core curriculum (e.g., home-language instruction/support, Specially Designed Academic Instruction in English (SDAIE), and/or content based ELD)

**4.2.5** Demonstrate understanding of the similarities and differences between ELD and SDAIE, including comparing and contrasting the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE, and how they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English Learners.

**4.2.6** Demonstrate understanding of state-adopted English language development/proficiency (ELD/ELP) standards, their relationship to state-adopted English language arts standards, and the distinctions between English Learners' achievement of ELD/ELP standards and their achievement of English language arts standards.

**4.2.7** Demonstrate understanding of the important role of assessment in programs for English Learners, including purposes of assessment (e.g., identification, placement, progress tracking, redesignation/reclassification) and uses of assessment data (e.g., meeting federal and state reporting requirements, evaluating student and program outcomes, identifying achievement gaps, informing instruction).

### **4.3 Foundations of Assessment for English Learners**

**4.3.1** Demonstrate knowledge of state-adopted standardized assessments for English language proficiency and content achievement (e.g., California English Language Development Test [CELDT], California Standards Tests [CST], California High School Exit Examination [CAHSEE]) and the relationship of these assessments to state ELD/ELP standards and state academic content standards.

**4.3.2** Demonstrate understanding of key indicators of quality language and content assessments (e.g., standards-based, valid, reliable) and of issues (e.g., cultural and linguistic bias) that can affect the validity of assessments when used with English Learners.

**4.3.3** Demonstrate understanding of the roles and purposes of teacher-developed and other nonstandardized assessments in ELD instruction (e.g., progress monitoring, instructional planning and evaluation).

**4.3.4** Demonstrate understanding of the various types of classroom assessments for English Learners (e.g., textbook assessments, curriculum-based assessments, performance assessments, teacher-created tests) and their features and limitations.

**4.3.5** Demonstrate understanding of the importance of using multiple methods for measuring English Learners' progress in order to enable them to demonstrate their knowledge and skills according to their English proficiency level and to participate actively in the assessment process.

#### **4.4 Foundations of Literacy Instruction for English Learners**

**4.4.1** Demonstrate knowledge of current research-based theories in literacy development, including similarities and differences between literacy development in a first language and in an additional language.

**4.4.2** Demonstrate understanding of the influence of various factors in English Learners' English literacy development (e.g., L1 and English oral language proficiency, L1 literacy skills and strategies, prior knowledge and education, sociocultural context, academic language).

**4.4.3** Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts).

**4.4.4** Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English Learners, including adolescents. For example:

- a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading)
- b. Integrating oral and written language activities
- c. Developing students oral language proficiency
- d. Selecting appropriate reading materials (e.g., leveled texts)
- e. Providing explicit instruction in phonemic awareness, phonics and word recognition skills, reading fluency (e.g., repeated oral reading practice), vocabulary (e.g., tiered vocabulary, word meanings, word learning strategies, rich and varied oral language experiences, word consciousness), and reading comprehension skills and strategies
- f. Linking structures, forms, and functions

#### **4.5 Principles of English Language Development Instruction for English Learners**

**4.5.1** Demonstrate knowledge of current and evolving research-based ELD approaches and their effectiveness and appropriateness for different English Learner typologies (e.g., newcomers, long-term English Learners, English Learners at different levels of home-language and/or English language proficiency, English Learners at different ages).

**4.5.2** Demonstrate understanding of key characteristics of effective ELD instruction for English Learners. For example:

- a. Thematic instruction organized around both content and language learning objectives based on ELD/ELP and content standards
- b. Integration of language domains (i.e., listening, speaking, reading, writing, and visual literacy)

c. Scaffolded instruction (e.g., language modification without simplification of content or oversimplification of language, activation of students' prior knowledge, use of the home language when appropriate, language contextualization, use of graphic organizers, use of materials that take advantage of different modalities)

d. Differentiated instruction (e.g., extended learning time, adjustment of the pacing of instruction, frequent comprehension checks, multiples ways to demonstrate learning)

**4.5.3** Demonstrate understanding of the importance of input, interaction, and output in the ELD classroom.

**4.5.4** Demonstrate understanding of the roles of educators and other human resources (e.g., reading specialists, special education specialists, paraprofessionals, other teachers, students, counselors, administrators, family and community members) in supporting English Learners' learning and achievement (e.g., team teaching, tutoring, homework assistance).

**4.5.5** Demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials for ELD instruction and how these materials relate to state ELD/ELP and English language arts standards.

**4.5.6** Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English Learners.

## **Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency**

### **5.1 Principles of English Aural Language Instruction and Assessment for English Learners**

**5.1.1** Demonstrate understanding of the role and importance of aural language development for English Learners across the curriculum.

**5.1.2** Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the aural language (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

**5.1.3** Demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, for promoting English Learners' aural language development.

**5.1.4** Demonstrate knowledge of types of assessments commonly used to assess English Learners' aural language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews).

## **5.2 Principles of English Oral Language Instruction and Assessment for English Learners**

**5.2.1** Demonstrate understanding of the role and importance of oral language development for English Learners across the curriculum.

**5.2.2** Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

**5.2.3** Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English Learners' oral language development.

**5.2.4** Demonstrate knowledge of types of assessments commonly used to assess English Learners' oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping).

## **5.3 Principles of English Reading Instruction and Assessment for English Learners**

**5.3.1** Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

**5.3.2** Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners' reading development in English.

**5.3.3** Demonstrate knowledge of types of assessments commonly used to assess English Learners' reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).

## **5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners**

**5.4.1** Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

**5.4.2** Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners' writing development in English.

**5.4.3** Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition

while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.

**5.4.4** Demonstrate knowledge of types of assessments commonly used to assess English Learners' writing development (e.g., state English language proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).

## **5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum**

**5.5.1** Demonstrate knowledge of state K-12 core curriculum standards and frameworks (e.g., English, Reading/Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts) and how these standards and frameworks relate to the content area needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

**5.5.2** Demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English Learners' access to the core curriculum across disciplines and grade levels.

**5.5.3** Demonstrate knowledge of strategies commonly used to scaffold content across the core curriculum and to make content more comprehensible to enable English Learners to successfully complete tasks that require academic language proficiency, including reading and writing across the content areas.

**5.5.4** Demonstrate knowledge of types of assessments commonly used to assess English Learners' content learning (e.g., state standardized achievement assessments, textbook assessments, teacher-created tests, performance assessments) and issues related to the use of content assessment with English Learners.

# Appendix B

## Draft World Language: ELD Subject Matter Program Standards

### Category I: Standards Common to All Single Subject Matter Programs

#### Standard 1: Program Design

Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

#### Standard 2: Program Resources and Support

The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

### Category II: World Language: English Language Development Program Standards

#### Standard 3: Program Philosophy and Purpose

The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution's concept of a well-prepared teacher of World Language: English Language Development and English/English Language Development. The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants' awareness of recent paradigms and research in language, literature, culture and linguistics.

The program philosophy and intended outcomes are consistent with the major themes and emphasis of the *English-Language Development Standards for California Public Schools Kindergarten Through Grade Twelve*, the *Reading/Language Arts Framework for California Public Schools Kindergarten Through Grade Twelve*, and the *World Language Content Standards for California Public Schools Kindergarten Through Grade Twelve*, other state curriculum documents, and nationally adopted guidelines for teaching languages.

The program provides both formative and summative assessment of candidate competencies.

#### **Standard 4: Knowledge of English Learners in California and the United States**

The program provides coursework and experiences necessary for candidates to acquire and demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States. The program prepares candidates to demonstrate an understanding of current trends, features, and causes of migration and immigration, as well as understand of characteristics of contemporary migrants, immigrants, refugees, and U.S. born English learners in California and the United States. The program develops candidates' abilities to demonstrate knowledge of the experiences of bilingual, multilingual and multicultural groups in California and the United States, including challenges faced by these groups and how members of these groups draw on resources to confront these challenges.

The program includes coursework to prepare prospective teachers to understand the range of child and adolescent growth and development for the age range of students PreK-12 and adult, as consistent with the single subject credential authorization. Candidates for the World Language: English Language Development credential apply knowledge of cognitive, social and physical development to understanding differences between individual children from birth through adolescence. They interpret similarities and differences in children's behavior with reference to concepts of human development and to varied cultural perspectives. They use developmental concepts and principles to explain children's behavior (as described anecdotally or viewed in naturalistic settings, on videotape, etc.).

#### **Standard 5: Applied Linguistics, including English Language Linguistics**

The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, language change over time, and applied linguistics. The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the English language. The program insures that candidates develop knowledge of the similarities and differences in the linguistic structure of different languages to analyze and contrast the linguistic structures of English and other languages. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.

The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the English language. The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in English language samples. The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of English language discourse.

The program prepares candidates to demonstrate an understanding of current research-based theories and models of language acquisition, bilingual and multiple language development, developmental patterns of language learning, factors that can influence English learners' acquisition of English, and the role of the L1 in the acquisition of a new language.

The program requires candidates to demonstrate knowledge of students' development of language for social and academic purposes and of how both social and academic language support and promote student learning. The program requires candidates to demonstrate

knowledge of discipline-specific and interdisciplinary features of academic English used within and across core content areas, and to identify language forms and functions in academic texts and tasks that may pose challenges for English learners at different levels of English proficiency.

The program requires candidates to demonstrate an understanding of cross-linguistic resource sharing.

### **Standard 6: Cultural Foundations**

The program requires prospective teachers of World Language: English Language Development to develop knowledge of major cultural concepts. The program requires candidates to demonstrate knowledge of crosscultural, intercultural, and intracultural differences in cultural practices of U.S. cultures. Candidates demonstrate an understanding of how the practices and products of a culture reflect cultural perspectives.

The program requires candidates to demonstrate understanding of central concepts of intercultural communication, of the important role culture plays in the classroom and in schools, and of factors that contribute to culturally responsive classroom and school environments. Candidates demonstrate knowledge of the effects of differences in culturally influenced approaches to learning. The program requires candidates to demonstrate knowledge of the relationship between family involvement and English learners' academic achievement.

### **Standard 7: Foundations of English Learner Education in California and the United States**

The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of key court cases and key legislation, and their effects on educational programs for English Learners in California and the United States. Candidates demonstrate understanding of the political foundations of educational programs for English learners and of current federal and state requirements for program implementation. Candidates demonstrate knowledge of the expected outcomes of effective instruction for English Learners based on state and federal requirements.

The program requires candidates to demonstrate understanding of the similarities and differences between ELD (English Language Development) and SDAIE (Specially Designed Academic Instruction in English) and how they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English Learners.

Candidates demonstrate understanding of state-adopted English language development/proficiency standards (ELD/ELP), their relationship to state-adopted English language arts standards, and the connections between English Learners' achievement of ELD/ELP standards and their achievement of English language arts standards.

Candidates demonstrate understanding of the important role, purposes, and uses of assessment in programs for English Learners.

### **Standard 8: Foundations of Assessment for English Learners**

The program insures that candidates demonstrate knowledge of state-adopted standardized assessments for English language proficiency and for content achievement, and of the role and purposes of teacher-developed and other nonstandardized assessments in ELD instruction. Candidates demonstrate understanding of key indicators of quality language and content assessments and of issues that can affect the validity of assessments when used with English learners. The program requires candidates to demonstrate understanding of various types of classroom assessments for English Learners and of the importance of using multiple methods for measuring English Learners' progress.

### **Standard 9: Foundations of Literacy Instruction and English Language Development for English Learners**

The program provides candidates with coursework and experiences necessary for candidates to develop and demonstrate an understanding of current research-based theories in literacy development, including similarities and differences between literacy development in a first language and in an additional language. Candidates demonstrate an understanding of the influence of various factors in English Learners' English literacy development.

The program ensures that candidates demonstrate knowledge of research-based principles of effective literacy instruction across the curriculum PreK-Adult, particularly as related to the literacy needs of English Learners, including adolescents. Candidates demonstrate knowledge of the organizational structure and key characteristics of literary and informational texts.

The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of current and evolving research-based ELD approaches and their effectiveness and appropriateness for different English Learner typologies. Candidates demonstrate an understanding of key characteristics of effective ELD instruction for English Learners, and of the importance of input, interaction, and output in the ELD classroom. The program's coursework and field experiences help candidates demonstrate an understanding of the roles of educators and other human resources in supporting English Learners' learning and achievement. The program insures that prospective teachers of World Language: English Language Development demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials along with a variety of instructional materials and resources for ELD instruction and how these materials and resources relate to state ELD/ELP and English language arts standards.

### **Standard 10: Principles of Receptive (Aural/Reading) English Language Instruction and Assessment for English Learners**

The program's coursework and field experiences require candidates to demonstrate understanding of the role and importance of both aural and reading language development for English Learners across the curriculum. Candidates demonstrate knowledge of the state ELD/ELP standards and the state English language arts standards and frameworks in listening and reading, and how these standards and frameworks relate to the aural and reading language instructional needs of English Learners at different proficiency levels. The program requires prospective teachers of World Language: ELD to demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, and types of

assessments commonly used to develop and/or assess English Learners' aural and reading language development.

**Standard 11: Principles of Productive (Oral/Writing) English Language Instruction and Assessment for English Learners**

The program requires prospective teachers of World Language: English Language Development to demonstrate knowledge of the state ELD/ELP standards and the English language arts standards and frameworks for oral and written language, and how these standards and frameworks relate to the oral and written (productive) instructional needs of English Learners at different English proficiency levels.

The program requires prospective teachers of World Language: ELD to demonstrate knowledge of state-adopted instructional and supplementary materials for oral and written language development, including technological resources, and types of assessments commonly used to develop and/or assess English Learners' oral and written language.

**Standard 12: Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum**

The program requires candidates to demonstrate knowledge of state K-12 core curriculum standards and frameworks, and how these standards and frameworks relate to the content needs of English learners at different English proficiency levels. Candidates demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English Learners' access to the core curriculum across disciplines and grade levels.

The program provides coursework and field experience to allow candidates to demonstrate knowledge of strategies commonly used to make content more comprehensible to enable English Learners to successfully complete tasks that require academic language proficiency, including reading and writing across the curriculum.

Candidates demonstrate knowledge of the types of assessments commonly used to assess English Learners' content learning, and of issues related to the use of content assessments with English Learners.

NOTE: The World Language: ELD Subject Matter Requirements are incorporated by reference within the Program Standards. Each World Language: ELD SMR must be included within and addressed by an approved World Language: ELD Subject Matter Preparation Program as part of the program application and approval process. A matrix showing each of the SMRs and indicating where each is addressed within the proposed program must be completed by the applicant for an approved World Language: ELD Subject Matter Preparation Program.

## Appendix C

### English Learner Authorizations Advisory Panel (2011)

Panel Members	Affiliation
1. Marianna Vinson	ACSA – San Jacinto Unified School District
2. Magaly Lavadenz*	AICCU – Loyola Marymount University
3. Maggie Beddow	CATESOL – CSU Sacramento
4. Pansy Ceballos*	CCSESA – Tulare County Office of Education
5. Myron Berkman*	CFT – Berkeley High School
6. Jose Moreno	CSBA – Anaheim City School District
7. Zulmara Cline*	CSU – CSU Chancellor’s Office
8. Blanca Anderson	CTA – Red Bluff Union Elementary School District
9. Cheryl Forbes*	UC – UC San Diego
10. Carol Anderson-Woo*	Tracy Joint Unified School District
11. George Bunch	UC Santa Cruz
12. Shirley Day*	Poway Unified School District
13. Patty Dineen-Wehn	Sonoma County Office of Education
14. Janet Eyring	CSU Fullerton
15. Elizabeth Fralicks	Fresno Unified School District
16. Barbara Hernandez*	Orange Unified School District
17. Sharon Lazo-Nakamoto*	Long Beach Unified School District
18. Grace Lee*	Chino Valley Unified School District
19. Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
20. Anthony J. Martinez*	Antelope Valley UHSD
21. Devra Miller	San Mateo Union High School District
22. Nicole Naditz *	San Juan Unified School District
23. Magdalena Ruz Gonzalez	Los Angeles County Office of Education
24. Duarte M. Silva*	Stanford University
25. Linda Ventriglia-Navarrette*	National University

*\* indicates returning panel member from the 2009 English Learner Authorizations Advisory Panel*

Liaisons to the Panel	Affiliation
1. Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
2. Dianna Gutierrez	California Department of Education

Commission Staff to the Panel	Division
1. Lourdes Aguirre	Certification, Assignment and Waivers
2. Paula Jacobs	Professional Services
3. Phyllis Jacobson	Professional Services
4. Claudia Lockwood	Professional Services
5. Roxann Purdue	Certification, Assignment and Waivers

## Appendix D

