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# 4B

## Action

### *Professional Services Committee*

#### **Proposed Modifications to Educator Preparation Standards Recommended by the English Learner Authorizations Advisory Panel**

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**Executive Summary:** This agenda item provides for Commission consideration and possible adoption proposed modifications to educator preparation standards intended to improve the delivery of services to English learners. The Commission's English Learner Authorizations Advisory Panel recommends that the Commission adopt these revisions, which have undergone a field review since they were presented initially to the Commission in March 2012.

**Policy Question:** Will the modifications to educator preparation standards as proposed by the English Learner Authorizations Advisory Panel and reviewed by stakeholders improve the delivery of services to English learners?

**Recommended Action:** That the Commission adopt the proposed modifications as presented in this agenda item.

**Presenters:** Phyllis Jacobson, Administrator, Professional Services Division

#### **Strategic Plan Goal**

##### ***II. Program Quality and Accountability***

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

January-February 2013

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# **Proposed Modifications to Educator Preparation Standards Recommended by the English Learner Authorizations Advisory Panel**

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## **Introduction**

This agenda item presents for consideration and possible adoption modifications proposed by the 2011 English Learner (EL) Authorizations Advisory Panel to several sets of educator preparation standards to assure that these standards reflect the most current research and practices relating to the education of English learners. The recommendation to proceed with standards revisions was adopted by the Commission in September-October 2010 (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>). Based on Commission direction, the 2011 English Learner Authorizations Advisory Panel developed draft recommendations concerning revisions, updates and/or modifications to the full array of educator preparation standards. An update on this work was provided in October 2011 (<http://www.ctc.ca.gov/commission/agendas/2011-10/2011-10-3F.pdf>). In March 2012, the Commission reviewed the draft proposed standards revisions and approved conducting a field review of the proposed revisions. The work of the panel in revising the standards is consistent with the latest version of the state adopted English Language Development (ELD) framework.

The field review opened via a series of surveys posted online in March 2012 and closed in December 2012. Information about the surveys was made available through posting on the Commission's website, the PSD E-News, direct emails to deans and directors of preparation programs, and presentations and direct emails to members of the Bilingual Teacher Training Programs (BTTP) and of the Bilingual Coordinators Network (BCN).

The proposed modifications to standards incorporate feedback from stakeholders. A timeline and implementation options are presented in Part II of the item.

## **Background**

The recommendations from the 2009 EL Advisory Panel adopted by the Commission concerning updating the array of educator preparation standards are reprinted below:

- 1) The panel recommends that the SB 2042 Teacher Preparation and the Teacher Induction standards relating to the preparation of teachers to teach English learners be reviewed and updated/revised as necessary to reflect current research and issues in the field, including a specific focus on "academic language" and "academic literacy" in the context of teaching English learners.
- 2) The panel recommends that the Single Subject Teacher Preparation Program Standards be reviewed, updated and revised to reflect the need for single subject teachers to develop the knowledge, skills, and abilities necessary to successfully use Specially Designed Academic Instruction in English (SDAIE) strategies not only in general, but also as these strategies apply to the particular subject area of the credential.

- 3) The panel recommends that the preparation standards for the Preliminary Administrative Services (AS) Credential be reviewed, updated and revised to assure that the content provided within preparation programs regarding English learners reflects current research and issues in the field, including but not limited to issues of “academic language,” “academic literacy,” program instructional models for EL students, EL student placement and course scheduling issues, and management of EL instructional programs to facilitate student learning.
- 4) The panel recommends that preparation standards for Pupil Personnel Services (PPS) credentials be reviewed, updated and revised to assure that the content provided within the preparation programs regarding English learners reflects current research and issues in the field relating to the needs of English learners and instructional programs for English learners to facilitate student growth and learning.

The membership of the 2011 EL Authorizations Advisory Panel is presented in Appendix A; the list also identifies those members who participated on the prior 2009 EL Advisory Panel.

### **Overview of the Panel-Recommended Modifications to Current Educator Preparation Program Standards**

The panel’s suggested revisions to the array of educator preparation standards include:

- (a) the California Teacher of English Learners (CTEL) examination’s set of Knowledge, Skills, and Abilities (KSAs);
- (b) the Preliminary Multiple and Single Subject Teacher Preparation Program Standards;
- (c) the Preliminary Education Specialist Program Standards;
- (d) the Induction and the Clear Credential Program Standards;
- (e) content that should be included within the next revision of the Preliminary AS Credential Program Standards; and
- (f) content that should be included within the next revision of the PPS Program Standards.

The purpose of reviewing these standards was to assure that each set of standards represents current research and thinking in the field. Some of the current versions of the standards may not have the most recent concepts and research, and some may not include the full range of content appropriate to prepare an educator of English learners. The Preliminary Administrative Services and the Pupil Personnel Services standards do not currently have language specific to English learners. It is vital that the Commission’s standards represent the most current principles and practices in each credential area in order to assure that California’s educators can effectively meet the needs of English learners.

### **Format for the Panel’s Recommended Modifications to Standards**

For each set of standards other than the PPS and the AS standards, the current set of standards is provided in the appendices along with the track change edits to identify the final version of the changes initially recommended by the panel. The recommendations for the PPS and AS preparation programs are conceptual recommendations for content to be included within the program rather than proposed edits to the standards language.

## **Part I: Overview of the Set of Panel-Recommended Modifications for Consideration and Possible Adoption by the Commission**

### ***Knowledge, Skills, and Abilities for the CTEL Examination and CTEL Programs***

*Overview of initial revised draft as presented in March 2012:* The CTEL examination and the CTEL programs provide routes to assure that credentialed teachers who need an English learner authorization demonstrate the full set of knowledge, skills, and abilities appropriate to their assignment and instructional responsibilities. Both the CTEL examination and the CTEL program standards are grounded in the set of adopted CTEL KSAs. The current CTEL KSAs were adopted in 2005, and would typically be reviewed in a ten-year interval. However, because the CTEL KSAs serve as foundational level knowledge for the authorization of both SDAIE and departmentalized ELD instruction, the EL panel addressed the CTEL KSAs as the first task in looking at the array of educator preparation standards. The panel determined that the CTEL KSAs needed some minor updating in order to remain current in the field and reflective of the most recent research and exemplary practices. For example, concepts such as the importance and the role of academic language in English learner achievement are not part of the current CTEL KSAs.

Although the suggested updates and/or modifications to the CTEL KSAs are not extensive, they are nonetheless felt by the panel to be critical to providing up to date preparation for teachers authorized to provide both SDAIE and departmentalized ELD instruction to students. Because the CTEL KSAs form the basis for a current Commission examination, the field review of the CTEL KSAs was conducted by the Commission's CTEL examinations contractor, the Education systems group of Pearson. No additional revisions were made to the CTEL KSAs based on the field review. The draft revisions, updates and/or modifications to the CTEL KSAs are provided in Appendix B, pages 10-31.

### **Overview of Field Review Results for Educator Preparation Program Standards**

In general, respondents to each set of modified preparation program standards presented below were positive, indicating that the standards were clear, relevant and needed in order to update or improve preparation to work with English learners and their families. In the discussion below, additional information pertinent to each specific set of standards is presented.

### ***Preliminary Multiple and Single Subject Teacher Preparation Program Standards***

*Overview of initial revised draft as presented in March 2012:* The EL panel reviewed all of the preliminary multiple and single subject teacher preparation program standards because preparation to teach English learners is contained across several standards, not just in the standard devoted specifically to preparation to teach English learners (Standard 12). The proposed revisions, updates and/or modifications relating to preparation to teach English learners are consistent with the updates and/or modifications proposed for the set of CTEL KSAs, as described above. The draft revisions to the preliminary multiple and single subject teacher preparation standards are provided in Appendix C, pages 32-64.

### *Discussion of feedback from the field survey*

Feedback was received from 67 respondents, of whom almost all worked with multiple/single/Education Specialist programs. Ten respondents were K-12 teachers; ten were K-12 district/county administrators, and twenty-seven were higher education faculty/staff/administrators. More than half of the respondents indicated they were somewhat or not at all familiar with the K-12 ELD standards.

Approximately half or less (39-30) of the respondents fully completed the survey. One respondent indicated that the term “non-standard” was preferable to the term “non-dominant” and that other changes seemed to be of a semantic or politically-motivated nature.

The most comments were made by respondents concerning whether the proposed changes were sufficient or if additional revisions should be made. A number of these comments addressed the respondents’ satisfaction with the proposed changes; other comments concerned the need for educators to not equate EL students with special education students, the need to reflect the language of the Common Core standards, the need to include within the standards specific teaching methods, the need for administrators to lead in this area, the lack of good role models for teacher candidates with respect to EL instruction, and the need to include technology within instructional practices. Several respondents also indicated that there seemed to be some language missing in the section addressing Universal Access. Some respondents were not familiar with the term “typologies of English learners” and suggested a different term or a more clear spelling out of what the term encompasses. One respondent suggested that the standards should include teaching “fluid and legible cursive/printing handwriting.”

There were several comments regarding the difficulty of reading the standards with all of the strikeouts, and also providing instances where there were inadvertent strikeouts of needed language to complete a full sentence. In response to these comments, staff reviewed the full text of the standards to assure that strikeouts are properly placed and that sentences are complete. Staff also notes that identifying proposed changes to the multiple and single subject preparation standards to reflect the Common Core State Standards is currently underway and that this work was outside of the charge of the EL Authorizations Advisory panel. The EL Advisory Panel feels that the terms “typologies of English learners” and “non-dominant” rather than “non-standard” were both current usage terminology in the field. No additional changes to the proposed revisions were made other than the changes to assure appropriate knockout placement within the language of the draft revisions.

### ***Preliminary Education Specialist Preparation Program Standards, Induction and Clear Credential Program Standards***

*Overview of initial revised draft as presented in March 2012:* The EL panel took a similar approach with respect to the Preliminary Education Specialist program standards, the Induction and the Clear Credential program standards as it did for the multiple and single subject teacher preparation program standards. Since preparation to teach English learners appears in multiple program standards for these credential areas, there are multiple standards with proposed modifications. The draft revisions to the Preliminary Education Specialist program standards are presented in Appendix D, pages 56-64; the draft revisions to the Induction and the Clear credential program standards are provided in Appendix E, pages 65-67.

*Discussion of feedback from the field survey: Preliminary Education Specialist Preparation Program Standards*

Feedback was received from fourteen respondents, the majority of whom were working in the field of education specialist services. Fewer than half of the respondents were familiar or very familiar with the K-12 ELD standards. Approximately seven respondents answered the majority of the questions on the survey. One respondent indicated that the current version of the standards was sufficient and that no changes were needed. Another respondent commented that credential students should be required to observe/have field experiences in a variety of diverse classroom settings. The final comment made by respondents concerned the need to include the Common Core State Standards in the next revision of the program standards. Based on feedback from the survey, no additional changes were made to the proposed revisions to these standards.

*Discussion of feedback from the field survey: Induction and Clear Credential Program Standards Five and Six*

Feedback was received from twenty-seven respondents, all but five of whom were working with Induction or Clear Credential programs. The remaining respondents were primarily from Education Specialist programs. Slightly fewer than half of the respondents were serving as a support provider/mentor, and eight respondents were county/district administrators. Approximately half of the respondents indicated they were somewhat familiar with the K-12 ELD standards; seven indicated they were familiar or very familiar with these standards.

Two respondents indicated they were concerned about the phrase “non-dominant forms of English,” stating that any form of English used by a speaker was that individual’s dominant form; however, another respondent liked the phrase, indicating it was an improvement over the prior phrase “speakers of non-standard English.” One respondent indicated that it was inappropriate to add more requirements to an “already overloaded set of standards for beginning teachers to meet” and that some of the language between the two standards was repetitive. Staff notes that no additional changes were made to the proposed revisions to these standards based on feedback from the survey.

***Pupil Personnel Services and Administrative Services Preparation Program Standards***

*Overview of initial revised draft as presented in March 2012:* For the PPS and the AS standards, the EL panel took a different approach. Rather than make suggested standard-by-standard edits, the panel made broader recommendations for general content-focused areas to be revised, updated, and/or modified since the standards for these two credential areas are scheduled for review in the near future. It is the panel’s intention that its recommendations be forwarded at the appropriate time to these two new standards panels. The panel’s recommendations regarding the Pupil Personnel Services and the Administrative Services preparation program standards are provided in Appendix F, page 68 and G, pages 69-70, respectively.

*Discussion of feedback from the field survey: Pupil Personnel Services Program Standards*

Feedback was received from six respondents. Two respondents worked with PPS programs, one respondent worked with English Learner preparation within multiple/single subject preparation programs, and three respondents were higher education faculty members. Three respondents indicated they were not at all familiar with the draft K-12 ELD standards; one was very familiar and the other somewhat familiar. One respondent did not reply to this question.

One respondent suggested that content be added regarding the “various assessments, especially language assessments for English learners and how these impact a student’s educational program or junior/high school schedule of courses.” In addition, there was a suggestion to add content relating to the need for the counselor to be “aware of the community and any resources that may be available for the families that will help the student and his/her family.” Regarding these suggestions, staff notes that this content is already included in the recommendations and/or is already present in the current set of standards, and therefore has made no additional changes to the content as recommended by the panel.

*Discussion of feedback from the field survey: Administrative Services Preparation Program Standards*

Feedback was received from nine respondents, of whom four indicated they worked with administrative services preparation programs, and the remainder indicated they worked with multiple subject/single subject preliminary preparation programs or induction programs. Eight of the nine respondents consistently responded to the survey questions. Three respondents were district/county administrators; the remaining respondents were higher education faculty or administrators. A third of the respondents respectively indicated they were very familiar, familiar, or somewhat familiar with the K-12 ELD standards.

One respondent indicated there should be language about working with professional learning communities at the site and understanding the needs of long-term English learners. Staff notes that content relating to the various proficiency levels and needs of all EL students, including long-term English learners, is included in the proposed content and that the general concept of professional learning communities is outside the scope of the task of the EL panel. Two respondents indicated that content relating to English learners should be part of basic preparation and not needed within administrator preparation; and one respondent indicated there should be mention of working effectively with parents. Staff notes that the EL panel’s content recommendations include working with parents. Based on the field study results, no additional changes have been made to the proposed revisions for content to be included within preliminary administrator preparation.

**Staff Recommendation**

Staff recommends that the Commission adopt the proposed revisions to the all of the following, as presented in this agenda item:

- (a) the California Teacher of English Learners (CTEL) examination’s set of Knowledge, Skills, and Abilities (KSAs);
- (b) the Preliminary Multiple and Single Subject Teacher Preparation Program Standards;
- (c) the Preliminary Education Specialist Program Standards;
- (d) the Induction and the Clear Credential Program Standards;
- (e) the content to be included within the next revision of the Preliminary Administrative Services Credential Program Standards; and
- (f) the content to be included within the next revision of the Pupil Personnel Services Program Standards.

## **Part II: Standards Implementation Timeline and Options**

### ***CTEL Examination and Program Standards***

If the Commission chooses to adopt revised CTEL KSAs, the CTEL examination would need to be updated accordingly. The structure of the examination itself would not change. The process would involve a panel of content experts reviewing the existing items in the CTEL item bank and the development of new and/or additional items to address the revised/modified/updated content, along with a bias review of new items developed. The revised and/or new items would be field-tested prior to becoming operational, as is standard practice for new items developed for any of the Commission's examinations. This work is not included in the Commission's current examinations contract and would require a contract amendment. At this time, the CTEL examination and program standards are scheduled to be updated in 2016.

It is anticipated that this work would take approximately one to two years to complete following Commission adoption of revised CTEL KSAs. Updated CTEL program standards would also need to be implemented within a similar time frame as the revised examination comes on line to maintain parity of candidate competence requirements through the examination and the program routes.

### ***Implementation of the Revised Preliminary Multiple and Single Subject Teacher Preparation Program Standards, Preliminary Education Specialist Program Standards, General Education Induction and Clear Education Specialist Induction Credential Program Standards***

At the October 2011 Commission meeting staff presented several options for the Commission's consideration with respect to what should be done next with the recommended standards revisions, should the Commission choose to adopt any or all of these sets of revised standards. These options are updated below for the Commission's further consideration:

- The Commission could adopt the EL Advisory Panel's suggested standards revisions and updates for implementation by preparation programs. When revised standards are adopted, programs are traditionally allowed up to two years to revise their programs to meet the revised standards.

The review of the transitioned programs could be completed as part of the routine Program Assessment process or by conducting an additional review. An additional review will have cost implications for both the Commission and the institutions. Within this approach, it is anticipated that the standards revisions would be fully implemented by all programs by January 2015.

- The Commission could determine that *at this time* the proposed draft standards revisions are advisory only. The Commission could encourage all educator preparation programs to review the revisions and consider implementing program modifications that would be in alignment with the revised standards.

The Commission would begin the incorporation of the revisions into required program standards following the full review of the preparation of multiple and single subject teacher preparation by the Teacher Performance Advisory Panel (TAP). The subsequent teaching

credential standards writing team would include this language in their revised standards. When revised language is adopted in the future by the Commission, all approved programs would be required to modify the preparation program to meet the revised standards. With this approach, it is estimated that new multiple/single subject standards would be adopted in the Spring of 2014 with full implementation by programs in Spring of 2016.

### ***Administrative Services and Pupil Personnel Services Program Standards***

The panel's recommendations concerning AS credential preparation and the array of PPS credentials preparation were designed to be forwarded to the future panels that will be addressing these credential areas. The advisory panel to review and update the AS program standards is currently working and has the language from the EL panel revisions. The advisory panel focusing on PPS credential standards is scheduled to begin its work in 2013-14. However, the Commission might also consider the option of providing these recommendations to programs to use as guidance in the interim.

### **Next Steps**

If the Commission adopts the proposed standards revisions, staff requests direction concerning the implementation of the revisions to the array of educator preparation program standards as identified below:

- CTET KSAs for CTET Examination and CTET Program Standards
- Revised Program Standards
  - Preliminary Multiple and Single Subject Teacher Preparation Program Standards,
  - Preliminary Education Specialist Program Standards,
  - General Education Induction Program Standards,
  - General Education Clear Program Standards, and
  - Clear Education Specialist Induction Credential Program Standards

**Appendix A**  
**English Learner Authorizations Advisory Panel (2011)**

<b>Panel Members</b>	<b>Affiliation</b>
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*

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

<b>Commission Staff to the Panel</b>	<b>Division</b>
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 B**  
**English Learner Authorizations Advisory Panel Recommended Revisions to**  
**the CTEL Examination Knowledge, Skills, and Abilities (KSAs)**

**CALIFORNIA TEACHER OF ENGLISH LEARNERS™ (CTEL™) EXAMINATION**

**KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)**  
**CTEL 1: LANGUAGE AND LANGUAGE DEVELOPMENT**

**DOMAIN 1: LANGUAGE STRUCTURE AND USE**

**001 Phonology and Morphology**

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.
- Analyze how English learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them or that do not transfer positively from the primary language (e.g., digraphs; diphthongs; schwa; initial, medial, and final consonant clusters) and identify strategies for supporting positive transfer from the primary language and for promoting English learners' auditory discrimination and production of English phonemes (i.e., ability to distinguish, identify, and manipulate phonemes and phonological patterns).
- Apply knowledge of basic sound patterns in English reading and writing with a focus on helping English learners avoid interference from their primary language due to nontransferable features.
- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, recognizing common roots derived from Greek and Latin that have English cognates, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.
- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English learners' language development (e.g., vocabulary, spelling, fluency).
- Demonstrate knowledge of phonological and morphological skills that promote fluent reading and writing (e.g., ~~organized~~direct, systematic, explicit phonics; decoding skills; ~~application of including~~ spelling patterns and sound-symbol codes [orthography]; ~~structural analysis; using~~application of students' prior knowledge of ~~the primary language~~L1 to promote English language development in reading and writing).

- Apply strategies for identifying and addressing English learners' ~~difficulties~~ assets and needs related to phonology and morphology (e.g., applying principles of cross-linguistic resource sharing ~~contrastive analysis~~ to determine differences between ~~the primary language~~ L1 and English, ~~utilizing~~ using cross-linguistic analysis ~~relevant~~ resources in California State-adopted Reading/Language Arts/English Language Development [RLA/ELD] programs, using students' prior knowledge of ~~the primary language~~ L1 to promote English language development, applying vocabulary strategies such as context clues, word structure, and apposition to determine the meaning of unknown words).
- Demonstrate the ability to evaluate English Language Development (ELD) programs (e.g. materials, assessments, and related instructional components) for adequate attention to the areas of phonology and morphology.

## 002 Syntax and Semantics

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.
- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English learners' communicative competence.
- Apply strategies for identifying and addressing English learners' ~~difficulties~~ assets and needs related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, ~~utilizing~~ using contrastive ~~cross-linguistic analysis~~ relevant resources in California State-adopted RLA/ELD programs; using students' prior knowledge of ~~their primary language~~ L1 to promote English language development).
- Analyze English words, phrases, and sentences with respect to meaning (semantics).
- Apply strategies for identifying and addressing difficulties English learners have with words, phrases, and sentences with respect to semantics (e.g., words with multiple meanings, false cognates, idioms).
- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.
- Demonstrate the ability to evaluate ELD programs for adequate attention to the areas of syntax and semantics.

## 003 Language Functions and Variation

- Demonstrate knowledge of the different social functions of language (e.g., to inform, amuse, control, persuade).

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

#### 004 Discourse

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).
- Analyze oral and written discourse with respect to cohesion and coherence.
- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English learners.
- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).
- Apply strategies for promoting English learners' communicative competence by developing their ~~formal and informal~~ discourse competence [for a wide variety of social and academic purposes](#) (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act), including utilizing the speaking and writing rubrics from the ~~state-adopted English language proficiency examination~~ [California English Language Development Test \(CELDT\)](#) to identify areas for instructional practice.
- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English learners' ~~formal and informal~~ discourse competence [for a wide variety of social and academic purposes](#) appropriate to their assessed English proficiency level.

#### 005 Pragmatics

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

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

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

- Analyze the significance for teaching and learning of contemporary theories of language acquisition.
- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).
- Demonstrate knowledge of similarities and differences in between first, and second, and/or multi language acquisition (e.g. first language acquisition, second language acquisition, sequential and simultaneous bilingualism, and multilingualism), ~~including in various contexts.~~
- ~~identifying the characteristic features of the stages of first language acquisition and the proficiency levels of English second language acquisition as identified in the state adopted English language proficiency examination CELDT.~~

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

- Demonstrate understanding of current research-based theories and models of second and/or multi-language acquisition

- Demonstrate knowledge of cognitive and social strategies learners use in developing an additional second language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, code-switching, role-play).
- Demonstrate understanding that language is-can be acquired in-a-both natural and/or structured/instructed process—settings wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).
- Demonstrate understanding of the development of social—language and for social and academic language purposes and the influence of social and academic language on student achievement.
- Demonstrate knowledge of the characteristic features of the stages of language acquisition and the proficiency levels of English language acquisition as identified in the state-adopted English language proficiency examination.

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

- Demonstrate knowledge of research-based cognitive, linguistic, and physical factors affecting second -and/or multi-language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).
- Analyze the pedagogical implications of cognitive, linguistic, and physical factors for the instruction of English Learners affecting the development of additional languages (e.g., with respect to assessing a student’s language proficiency level, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom interactions, monitoring students’ progress, providing constructive feedback, building on students’ prior knowledge of their primary language L1 to promote English language development).

#### 009 Affective Factors Affecting Language Development

- Demonstrate knowledge of affective factors affecting the development of additional languages second and/or multi—language development (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).
- Analyze the pedagogical implications of affective factors for the instruction of English learners (e.g., with respect to lowering students’ affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students’ home cultures and languages, maintaining high expectations and academic rigor for all students, promoting linguistic risk-taking within a supportive classroom environment).

## 010 Sociocultural and Political Factors Affecting Language Development

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

**KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)  
CTEL 2: ASSESSMENT AND INSTRUCTION**

**DOMAIN 1: ASSESSMENT OF ENGLISH LEARNERS**

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

- Demonstrate understanding of how the California English Language Development (ELD) standards support the English Language Arts (ELA) standards (e.g., as described in the section entitled “Universal Access to the Language Arts Curriculum” in the Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve).
- Demonstrate an understanding of the relationship and the distinction between English learners’ achievement of ELD standards and achievement of ELA standards
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English learners’ knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English learners’ performance with respect to a given standard).
- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe’s “backwards” lesson planning, curriculum calibration, curriculum mapping).
- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students’ assessed English proficiency level.

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

- Demonstrate knowledge of State-mandated standardized assessments (e.g., CELDT (California English Language Development Test), CAHSEE (California High School Exit Examination, CST (California Standards Tests), including their relationship to the ELD/ELA standards, and demonstrate knowledge of ,~~including~~ the role and use of data from the state-adopted English language proficiency examination ~~California English Language Development Test (CELDT)~~) in designing, monitoring, and refining instruction and in identification, placement, and redesignation/reclassification.
- Demonstrate understanding of the role and purposes of assessment in programs for English learners (e.g., identification, placement, progress, redesignation/reclassification, diagnosis, instructional planning, program evaluation).

- Demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English learners.
- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content) and understand the process by which test developers work to eliminate bias.
- Demonstrate understanding of various types of classroom assessments for English learners and their purposes, features, and limitations (e.g., textbook assessments, performance-based assessments, curriculum-based assessments, authentic assessments, teacher-made tests).
- Demonstrate understanding of the importance of selecting and using appropriate classroom assessments (e.g., district benchmarks, textbook assessments, differentiated levels of discussion questions for checking understanding) that enable English learners to demonstrate their knowledge and skills according to their English proficiency level and that promote their active engagement in the assessment process.

### 003 Language and Content-Area Assessment

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

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

### 004 Foundations of Programs for English Learners

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English Learners (e.g., No Child Left Behind Act of 2001 [NCLB], Title III; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227; *Williams v. State of California*; *Lau v. Nichols*).
- Demonstrate knowledge of federal and state requirements for program implementation (e.g., NCLB, Title III; IDEA; Proposition 227; *Williams v. State of California*; *Lau v. Nichols*).
- Demonstrate understanding of the political foundations of educational programs for English learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).
- Demonstrate understanding of basic empowerment issues related to the education of English learners (e.g., creating a positive affective environment for all students, including English learners, in the classroom and the school; promoting inclusive parent and community involvement; valuing cultural and linguistic diversity; respecting parent program choices).
- Demonstrate understanding of equity issues related to the education of English learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources) [and the importance of advocating for access and equity in learning](#).
- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English learners.
- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English learners in California. For example:
  - 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
- Demonstrate understanding of required program components for English learners, including:
  - a. English Language Development (ELD) (as described in the RLA Framework, “Universal Access” section)

- b. Access to core curriculum (primary-language instruction/support, Specially Designed Academic Instruction in English [SDAIE], content-based ELD)
- Use assessment to identify appropriate program components for individual English learners (based on English language proficiency, prior formal schooling, length of time at a given CELDT proficiency level, and current grade level).
- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and achievement of core content standards for English learners.
- Demonstrate knowledge of parent notification rights regarding program options for English learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

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

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.
- Demonstrate understanding of personal factors affecting English language literacy development (e.g., primary-language literacy level; transfer of primary-language literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).
- Demonstrate understanding of pedagogical practices affecting English language literacy development across the curriculum. For example:
  - a. utilizing English Learners' prior knowledge to promote English language development in reading and writing
  - b. creating a language-rich environment
  - c. providing a balanced, comprehensive reading program
  - d. planning meaningful and purposeful literacy activities
  - e. using standards-based thematic unit organization
  - f. selecting appropriate reading materials
  - g. providing organized, systematic, explicit instruction in key skills
  - h. adapting instruction and materials to meet the special needs of English learners
  - i. scaffolding literacy activities
  - j. integrating listening, speaking, reading, and writing
  - k. linking frames, forms, and functions
  - l. linking language to content and culture
  - m. using tiered vocabulary strategies for students as appropriate to their English language proficiency levels

- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English Learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).
- Demonstrate knowledge of instructional issues relating to long-term English learners, including the role of oral language development and academic language development in promoting student achievement across the curriculum and appropriate placement of long-term English learners in instructional programs.

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

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.
- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English learners' English language proficiency and grade levels, including addressing the particular needs of long-term English learners.
- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability, including using grouping as described in the Reading/Language Arts Framework, "Universal Access" section.
- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful standards-aligned concepts and balancing direct (explicit) instruction with student-centered learning.
- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as prints, maps, puzzles, and artifacts).
- Demonstrate understanding of how to use team teaching, peer tutoring, educational technologies, and working with bilingual paraprofessionals to support student learning.
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

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

- Apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task (e.g., Cummins's four quadrants).

- Apply scaffolding strategies for providing English learners with support to enable them to successfully complete tasks that require academic language proficiency. For example:
  - a. Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
  - b. Activating students' prior knowledge
  - c. Using the primary language to facilitate learning
  - d. Contextualizing language (e.g., embedding language in an understandable context)
  - e. Using media, technological resources, and other visual supports
  - f. Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
  - g. Using formative and summative assessment and reteaching
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).
- Apply knowledge of how to provide explicit instruction in learning strategies ~~(e.g., cognitive academic language learning approach [CALLA])~~ (e.g., [metacognitive, metalinguistic](#)).
- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

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

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English learners' developing language and content-area abilities, including use of materials in the primary language.
- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English learners.
- Demonstrate understanding of the importance of [and strategies for](#) using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.
- Demonstrate understanding of the appropriate use of technological resources to enhance language and content-area instruction for English learners (e.g., Web, software, computers, related devices) and apply strategies for using software and Internet resources effectively in ELD and core content-area instruction.

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

### 009 ELD-Approaches and Methods

- Demonstrate knowledge of ~~the~~ current and evolving theoretical bases, goals, key features, and effectiveness of research-based ELD approaches.
- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students, especially with respect to academic language and literacy across the curriculum.
- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).
- Demonstrate understanding of how to implement content-based ELD (e.g., integrating ELD standards into content teaching across the curriculum; selecting meaningful subject matter; using appropriate grade-level and interdisciplinary content, vocabulary, and discourse skills).
- Demonstrate understanding of approaches designed to meet the needs of a range of English Learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5-English Learners)

### 010 ELD-Listening and Speaking

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English learners at different proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced) and typologies of English Learners (e.g., long-term English learners, underschooled English learners, Generation 1.5-English Learners).
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination ~~CELDT~~ listening and speaking component, including:
  - a. Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)

- b. Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)
  - c. Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media (e.g. such as, software, video, internet), and assessing the appropriateness of different media as instructional tools for English learners).
- Demonstrate knowledge of strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, chunking of information, schema-building, brainstorming questions prior to a presentation, debriefing after a presentation).
  - ; Demonstrate knowledge of strategies for promoting structured student interaction (e.g., cooperative learning, pair-work, small-group, and whole-class and small-group discussions, role-plays, interviews, ~~debriefing after a presentation~~).

## 011 ELD-Reading and Writing

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English learners at different proficiency levels (i.e., beginning, early intermediate, intermediate, early advanced, and advanced) and typologies of English Learners (e.g., long-term English learners, underschooled English learners, Generation 1.5 English Learners).
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination CELDT reading component, including:
  - a. Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words) and approaches to developing and expanding English learners' vocabulary (e.g., definitional, structural, contextual, categorical, pneumonics)
  - b. Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies) with a focus on meaning
  - c. Fluency (e.g., oral rehearsal and practice, reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)

~~Systematic vocabulary development (e.g., applying word recognition skills, using content related vocabulary, recognizing multiple meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words)~~

d. Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)

e. Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)

- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English learners at different proficiency levels to support achievement of the standards.
- Demonstrate understanding of the use of a variety of fiction and nonfiction genres and multicultural texts that reflect and expand the larger cultural context of students as appropriate to the student's English proficiency level.
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination CELDT writing component, including:
  - a. Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation, and revision; peer review; applying research and technology)
  - b. Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive) and different content disciplines
  - c. English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

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

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:
  - a. Include language objectives and grade-level content objectives in the lesson, including objectives relating to academic language and literacy.
  - b. Determine task complexity and amount of scaffolding required.
  - c. Select multiple strategies to access and assess students' prior knowledge.
  - d. Identify strategies for creating background knowledge.
  - e. Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).

- f. Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).
  - g. Identify ways to promote students' active language use with respect to the lesson's content (e.g., using the primary language, cooperative learning tasks).
  - h. Identify ways to integrate reading/writing/listening/speaking skills across the curriculum
  - i. Identify ways to incorporate the 4 Cs of Creativity, Critical Thinking, Collaboration, and Communication
  - jh. Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.
- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
    - a. Access English learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
    - b. Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
    - c. Modify and augment State-adopted content-area textbook(s) to address English learners' language needs, including the incorporation of primary-language resources.
    - d. Demonstrate or model learning tasks.
    - e. Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
    - f. Provide English learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
    - g. Develop English learners' academic language (e.g., frontloading vocabulary).
    - h. Provide clear models of expected performance outcomes.
    - i. Transform text from one genre to another genre.
    - j. Provide opportunities for English learners to engage in analysis and interpretation of text, both oral and written.
    - k. Provide English learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).
    - l. Provide authentic opportunities for English learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.
    - m. Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).
    - n. Provide comprehensible and meaningful corrective and positive feedback to English learners.

- Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.
- Demonstrate understanding of approaches designed to meet the needs of the range of English learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5 English learners)

# CALIFORNIA TEACHER OF ENGLISH LEARNERS™ (CTEL™) EXAMINATION

## KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

### CTEL 3: CULTURE AND INCLUSION

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

##### 001 Cultural Concepts and Perspectives

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

## 002 Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).
- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).
- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.
- Demonstrate understanding of factors that promote or impede adjustment to different cultures.
- Analyze English learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

## 003 Cultural Diversity in California and the United States

- Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California ~~and~~ ~~and~~ the United States (e.g., primary languages spoken by English learners, settlement patterns and their influence on residential and school segregation).
- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
  - a. Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
  - b. Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration, trans-national migration, race)
- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
  - a. Challenges associated with L1 primary language maintenance and loss
  - b. Challenges associated with various stages or phases of acculturation
  - c. Issues related to an individual's legal status (e.g., documented, undocumented, refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
  - d. Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
  - e. Challenges associated with group stereotypes and individual variation
- Demonstrate knowledge of Use knowledge of opportunities, issues and ~~challenges, and responsibilities of~~ ~~faced by culturally and linguistically diverse bilingual, multilingual, and multicultural~~ groups and use this knowledge to provide effective instruction and equitable access to English learners.

#### 004 Crosscultural Interaction

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).
- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).
- Apply strategies for providing authentic opportunities for English learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings and demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students. For example, explicitly teaching about:
  - a. Cultural differences in communication styles
  - b. Intercultural communication strategies
  - c. Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
  - d. Strategies that enable students to appreciate and analyze multiple perspectives
  - e. Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism
- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.
- Demonstrate an understanding of how different communities and cultures view school, education, and the role of the teachers and other school personnel.

### DOMAIN 2: CULTURALLY INCLUSIVE INSTRUCTION

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

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

## 006 Culturally Inclusive Learning Environment

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

## 007 Family and Community Involvement

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).
- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with and learning from family members (e.g., knowledge of potential site resources for translating communications to the home, effective use of interpreters) and for involving family members in their children's learning (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).
- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).
- Demonstrate understanding of and plan strategies for involving language minority parents/guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).

- Demonstrate understanding and apply knowledge of strategies for addressing conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

**008 Culturally Inclusive Curriculum and Instruction**

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

## Appendix C

### English Learner Authorizations Advisory Panel Recommended Revisions to the Preliminary Multiple and Single Subject Teacher Preparation Program Standards

**Note: Only the standards with proposed revisions are presented here**

#### **Category B: Preparation to Teach Curriculum to All Students in California Schools**

##### **Standard 6: Pedagogy and Reflective Practice**

To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

By design, the preliminary teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on teaching practices. The program fosters each candidate's realization that the analysis and assessment of practices promote a teacher's professional growth.

In the program, candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning.

Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction. They learn how to plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, ~~English learners~~English learners of varied proficiency levels, educational ,and cultural backgrounds, speakers of ~~non-standard English~~non-dominant varieties of English, and advanced learners).

Candidates learn to select, assess, make pedagogical decisions, and reflect on instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks, (b) principles of human development and learning, (c) the observed effects of different practices, and (d) consultation with colleagues.

##### **Standard 7: Preparation to Teach Reading-Language Arts**

###### **Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction**

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers,*

students with special needs, *typologies of English learners* English learners, speakers of ~~non-standard English~~ *non-dominant varieties of English*, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a multiple subject teaching credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

The Multiple Subject credential program prepares candidates to do the following:

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Instructional Planning/ Objectives/ Design</b>	<ul style="list-style-type: none"> <li>Strategically select and sequence <del>the</del>of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</li> <li>Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</li> </ul>		
<b>Instructional Delivery</b>	Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> <li>word analysis</li> <li>fluency</li> <li>vocabulary, academic language, and background knowledge</li> <li>reading comprehension</li> <li>literary response and analysis</li> </ul> Demonstrate knowledge of components of	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>The systematic progression of instruction and application of foundational writing strategies, applications, <del>and</del> <del>conventions, and</del> <del>processes</del></li> <li><del>Writing strategies that include teaching organization and focus, penmanship</del></li> </ul>	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing</li> <li>Listening and speaking strategies that include listening</li> </ul>

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
	<p>effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• orientation (e.g., engagement, teacher demonstration)</li> <li>• presentation (e.g., explicit instruction, modeling, pacing)</li> <li>• structured practice (e.g., reinforcement, questioning, feedback)</li> <li>• guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)</li> <li>independent practice and application</li> <li>• independent practice (e.g. opportunities for students to show level of mastery)</li> </ul>	<p><del>(where applicable), research, technology, evaluation, and revision</del></p> <ul style="list-style-type: none"> <li>• Writing applications according to <u>purposes, audiences, and grade-level appropriate</u> genres <u>(incorporating their corresponding language functions, forms, and vocabulary)</u> <del>(grade-level appropriate) and their characteristics</del></li> <li>• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling)</li> </ul>	<p>comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate)</p>
<b>Assessment</b>	<p>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:</p> <ul style="list-style-type: none"> <li>• entry level assessment for instructional planning</li> <li>• monitoring student progress</li> <li>• post test or summative assessment</li> </ul>		<p>Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and</p>

	Reading	Writing	Listening and Speaking
			interventions.
<b>Universal Access/ Differentiated Instruction</b>	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>, including recognizing that students should be grouped for <del>interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</del> <u>interventions according to their assessed instructional needs</u></p> <p>For example:</p> <ul style="list-style-type: none"> <li>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</li> <li>• using flexible grouping, individualized instruction, and whole-class instruction as needed</li> <li>• using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i>, <u>including culturally and linguistically responsive literature providing additional explicit ELD for English learners at all proficiency levels as needed</u></li> </ul>		

***Intern Program Delivery Model:***

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

**Standard 7-B: Single Subject Reading, Writing and Related Language Instruction**

The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, ~~typologies of English learners~~ English learners, speakers of ~~non-standard-English~~ non-dominant varieties of English, and advanced learners. The single subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework. For example:
  - Orientation (e.g., engagement, teacher demonstration)
  - Presentation (e.g., explicit instruction, modeling, pacing)
  - Structured practice (e.g., reinforcement, questioning, feedback)
  - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- provide ~~use~~ content-based literacy ~~instruction~~ strategies (i.e., reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that require literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge; develop academic language, develop study and research skills, and teach writing in the discipline

- use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instructional needs of all students, including students with special needs, ~~provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners)~~ English learners, speakers of ~~non-standard English~~ non-dominant varieties of English, and advanced learners)

Research-based content literacy instruction includes:

- *Systematic* ~~v~~ Vocabulary development of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
  - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
  - utilize cross-linguistic resource sharing (e.g., connections to cognates from students' home languages, use of home language for clarification)
  - learn new and important content vocabulary and review cumulatively and periodically during the school year
  - read independently (at skill level) in the content areas in order to promote vocabulary development
  - use of context clues, apposition, and word structure/analysis
- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area texts and other instructional materials, documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
  - recognize a variety of content-specific text structures (language functions and forms) to allow students to read and write using a wide variety of texts
  - ~~(e.g., evaluating, synthesizing, and analyzing articles and books for research)~~
  - practice content-specific academic language with the support of oral and written scaffolding to facilitate initiating and participating in higher-level academic speaking and writing activities
  - ~~use professional language from a variety of sources~~
  - ~~initiate and participate in discussions that extend their academic language~~
  - engage in independent reading from a variety of sources to become familiar with a wide variety of academic vocabulary and discourse structure.
- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
  - read ~~experience~~ a variety of informational texts and reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve*

- interact with the text based on teacher modeling (e.g., predicting, summarizing, clarifying, questioning)
  - respond to texts using appropriate critical thinking skills (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration in all academic areas.
  - ~~—develop critical thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)~~
  - develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)
  - read a variety of culturally responsive texts that support content instruction
- Writing that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
    - - use effective research methodologies (e.g., computer and library searches, notetaking, outlining, summarizing)
    - - use the writing process as described in the English Language Arts Content Standards and the Reading Language Arts Framework (prewriting, writing, revising, editing, and presenting)
      - develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., provide support for all statements and claims, provide support for major ideas (e.g., through the use of anecdotes, descriptions, facts, statistics, and specific examples) ~~and the extension of strategies (e.g., note taking, outlining, and summarizing)~~)
      - ~~—apply the general strategies of organization, focus, revision, and research methodology described in the writing standards~~
      - establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
      - craft writing at the depth and complexity necessary for their subject matter and grade level
      - present research via multiple pathways in their writing, orally, and through technology, in accordance with state standards
      - Effectively incorporate content-specific language, vocabulary, and structures.
      - Make linguistic choices in their writing that signal awareness of different audiences and purposes.

***Intern Program Delivery Model:***

The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.

## Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

### Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the preliminary teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) teaching credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, visual and performing arts, physical education, and health. In the program, MS candidates apply the appropriate *Teaching Performance Expectations* (TPEs) to the teaching of each major subject area. They learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for multiple subject candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

- 8A(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols; to use these tools and processes to solve common problems; and to apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.
- 8A(b) **Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.
- 8A(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events

and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

- 8A(d) **Visual and Performing Arts.** During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in visual and performing arts. They guide students in achieving the goals of artistic perception; creative expression, understanding the cultural and historical origins of the arts; pursuing meaning in the arts, and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.
- 8A(e) **Physical Education.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education. They guide students in achieving the goals of the development of a variety of motor skills and abilities in students, developing student recognition of the importance of a healthy lifestyle, developing student knowledge of human movement, student knowledge of the rules and strategies of games and sports, and student self-confidence and self-worth in relation to physical education and recreation.
- 8A(f) **Health.** During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health. They guide students in achieving the goals of the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, understanding of the process of growth and development, and informed use of health-related information, products, and services. In the program, candidates learn how to interrelate ideas and information within and across health science and other subject areas.

***Intern Program Delivery Model:***

The intern preservice component includes introductory preparation relative to Standard 8A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates.

**Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates**

In the subject to be authorized by the single subject teaching credential, the preliminary teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific *Teaching Performance Expectations* (TPE 1B), and (b) to apply the TPEs to instruction in the subject to be authorized by the credential. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area;

use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

8B(a) **Mathematics.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12). They enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, single subject candidates help students in Grades 7-12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress monitoring and summative assessments that include illustrations of student thinking such as open-ended questions, investigations, and projects.

8B(b) **Science.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in science (7-12). They balance the focus of instruction between science information, concepts, and principles. Their explanations, demonstrations and class activities serve to illustrate science concepts, principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation. Candidates encourage students to pursue science interests, especially students from groups underrepresented in science careers. When live animals are present in the classroom, candidates teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction.

Additionally, single subject candidates guide, monitor, and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Single subject candidates structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

8B(c) **History-Social Science.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in history-social

science (7-12). They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to reinforce students' sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

Additionally, History-Social Science single subject candidates connect essential facts and information to broad themes, concepts and principles, and they relate history-social science content to current or future issues. They teach students how cultural perspectives inform and influence understandings of history. They select and use age-appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. Candidates ask questions and structure academic instruction to help students recognize prejudices and stereotypes. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues), and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. Candidates monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives.

8B(d) **English.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework. They learn and practice ways to:

- Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learnersEnglish learners, struggling readers and writers, advanced learners, students who use non-standard Englishnon-dominant varieties of English, and students with disabilities.
- Assess student progress both formally and informally to inform and plan instruction that advances the learning of all students.
- Connect reading, writing, and oral language processes in an integrated fashion.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.

- Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.
- Academic language development emphasizing discourse that leads to the production of complex texts.
- Incorporation of technology into language arts as a tool for conducting research
- Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
- Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
- Instruction in speaking applications including grade-level genres and their characteristics.

8B(e) **Art.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Art (Grades 7-12). They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the visual arts content standards. They balance instruction between the gathering of information, the development of skills and techniques, and the expression of ideas in both written and visual forms. Candidates for a single subject credential in art model and encourage student creativity, flexibility, and persistence in solving artistic problems. They provide secure environments that allow students to take risks and approach aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help them process and respond to sensory information through the language and skills unique to the visual arts.

Additionally, single subject candidates help students discover ways to translate thoughts, perceptions, and ideas into original works of art using a variety of media and techniques. They establish and monitor procedures for the safe care, use, and storage of art equipment and materials. Candidates understand and are able to teach students about the historical contributions and cultural dimensions of art, providing insights into the role and development of the visual arts in past and present cultures throughout the world. They emphasize the contributions of art to culture, society, and the economy, especially in California. Teacher candidates guide students as they make informed critical judgments about the quality and success of artworks, analyzing the artist's intent, purpose, and technical proficiency. Where appropriate, they connect and apply what is learned in the visual arts to other subject areas. Candidates understand how to relate the visual arts to life skills and lifelong learning; they provide information about opportunities for careers in art.

8B(f) **Music.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Music (Grades 7-12). They model highly developed aural musicianship and aural analysis skills, teach music theory and analysis (including transcription of musical excerpts; error detection; analysis of form,

style, and compositional devices; harmonic progressions and cadences), and can teach students to read and notate music, understand the techniques of orchestration and develop facility in transposition. Candidates model expressive and skillful performance by voice or on a primary instrument, and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight sing, sight read, improvise, compose, and arrange music. Candidates use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, and general instruments in diverse cultures and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

Candidates instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. They use a variety of instrumental, choral and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Candidates enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, including media and entertainment industries. Candidates use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning, and assessing music learning in general music and performance classes including portfolio, video recording, audio recording, adjudication forms, and rubrics.

8B(g) **Physical Education.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in physical education (Grades K-12). They enable students to develop the skills and knowledge they need to become active for life. Candidates balance the focus of instruction among information, concepts, and skill development to provide students with the foundation for developing active and healthy lifestyles. Candidates design a curriculum accessible to all students that includes a variety of fundamental movement, individual/dual/team sport, dance, aquatics, outdoor/adventure activities, combative, and fitness activities and that meets the developmental needs of all students, including individuals with disabilities, lower-skilled individuals, and higher performers. Candidates also demonstrate sensitivity to students' cultural and ethnic backgrounds and include activities of global interest in the curriculum. Candidates understand how to motivate students to embrace a healthy lifestyle, to think critically and analytically in game and sports environments, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, candidates create class environments that ensure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and monitoring facilities.

| 8B(h) ~~Languages Other than English~~ **World Language.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards in World Languages (Grades K-12). First, and most important, they demonstrate a high proficiency in the language that allows them to conduct their classes in the target language. In addition, candidates demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning using the four language skills of listening, speaking, reading, and writing, thus enabling their students to demonstrate communicative ability in the target language from level 1 to advanced. Candidates demonstrate knowledge of the nature of language, and of basic linguistics as well as a thorough understanding of the structural rules and practical use of the target language. Candidates also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and appreciation of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons, to assess their students using a variety of assessment tools aligned with current methodology in second-language acquisition. Candidates emphasize critical thinking and evidence of student learning to inform their best practices in teaching. Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.

8B(i) **Health Science.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Health Science (Grades 7-12). Candidates demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educator within a Coordinated School Health Program (CSHP). They demonstrate problem-solving and critical thinking skills that develop confidence in the decision making process and promote healthy behaviors. Candidates recognize differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions. Candidates use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and prevention strategies to health-related issues. Candidates demonstrate effective communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression.

8B(j) **Agriculture.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standard for students in Agriculture (Grades 7-12). They understand how to deliver a four-year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management, and agricultural systems management. Explanations, demonstrations, and class and laboratory activities serve to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Candidates encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers. Candidates teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

Single subject candidates will structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students in grades 7-12. Additionally, single subject candidates guide, monitor, and encourage students during hands-on laboratory investigations, experiments, and practica. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials.

8B(k) **Business Education.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted career technical education (CTE) model curriculum standards in business (Grades 7-12) for student mastery. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Candidates enable students to solve real-world business problems that include methods of decision making applied to legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets. Candidates teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development and the ethical use of information technology in business situations.

Candidates instruct students in basic economic principles applicable to microeconomic and macroeconomic theories, and to domestic and international economies. Candidates assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Candidates assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of

business situations. They use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities.

8B(l) **Home Economics.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted career and technology standards for students in home economics (Grades 7-12). They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ Future Homemakers of America (FHA)-HERO as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities, appropriately selected for the eight content areas of CSF. In the HERO program, candidates work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work including group assignments, laboratory work, and on-the-job training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development and organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative thinking and critical thinking skills. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program.

8B(m) **Industrial Technology.** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in Technology Education, traditional Industrial Arts, and all forms of Computer Education (Grades 7-12). They provide students with an understanding of the nature of technology and of its core technological concepts. They prepare students to understand and use the design process as a problem-solving model. They design and provide problems, exercises, and projects to students that require the application of core academic knowledge, including (but not limited to) the fields of science, mathematics, economics, social science, and data analysis. Candidates teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively.

8B(n) **World Language: English Language Development (ELD).** During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English Language Development and English Language Arts aligned with both sets of state-adopted standards. They understand the background, history, and legal requirements for English learner education in California and the United States. They learn and practice ways to design and deliver direct, explicit and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Teacher candidates demonstrate

fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Candidates are knowledgeable in composition and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts.

Teacher candidates in English Language Development understand, plan, design, implement and assess instructional outcomes for all students including the full range of English learners. They learn and practice ways to:

- design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners as well as struggling readers and writers, advanced learners, students who use non-dominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of US cultures, the culture of schooling and how to access school and community resources
- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English Learner students.
- Connect and contextualize reading, writing, aural, and oral language development instruction
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Improve students' ability to critique texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e. response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

***Intern Program Delivery Model:***

The intern preservice component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

**Category C: Preparation to Teach All Students in California Schools**

**Standard 9: Equity, Diversity and Access to the Curriculum for All Children**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates examine principles of educational equity, ~~and~~ diversity, cultural and linguistic responsiveness and their implementation in curriculum content and school practices for all students.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, home languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices informed by sound theory and research that provide access to the core curriculum and lead to high achievement for all students.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences in which candidates learn to identify, analyze, and minimize personal and institutional bias.

Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

**Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, cultural and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities and more effectively engage with families and communities.

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

Candidates understand the effects of family involvement on teaching, learning and academic achievement, including an understanding of cultural differences in home-school relationships. ~~Cand~~ candidates learn and apply skills for communicating and working constructively with students, their families and community members, including the effective use of interpreters.

Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

### **Standard 11: Using Technology in the Classroom**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.

Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to ~~the full range of learners.all students.~~ Candidates understand that students come with varying degrees of technological knowledge and skills. Candidates encourage the use of technology with students in their research, learning activities, and presentations, ~~and explore options for students who do not readily have access to technology in their homes and classrooms.~~

Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.

### **Standard 12: Preparation to Teach ~~English Learners~~English Learners**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates learn foundations for successful English learner achievement:

- Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfer, and how home language literacy connects to second language development.
- Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.
- Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.

- Candidates acquire skills to collaborate with specialists and paraprofessionals.
- Candidates learn and understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

Candidates understand effective program design and structures for English learners:

- Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners
- Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.
- Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
- Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of ~~English learners~~English learners; and candidates understand the local and school organizational structures and resources designed to meet ~~English learner~~English learner students' needs.

Candidates understand and implement effective instructional practices for ELD and content instruction for English learners, including systematic explicit ELD instruction:

Candidates learn about state and federal legal requirements for the placement and instruction of ~~English learners~~English, and ethical obligations for teaching ~~English learners~~ learners.

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to ~~English learners~~English learners.

- Candidates acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).

- Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.
- Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
- Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.

~~Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers.~~

~~Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development.~~

***Intern Program Delivery Model:***

In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach ~~English learners~~ English learners, including but not limited to Specially Designed Academic Instruction in English (SDAIE) methodology, language acquisition and English Language Development (ELD), as applicable to a multiple subjects or single subject content classroom.

**Standard 13: Preparation to Teach Special Populations  
(Students with Special Needs) in the General Education Classroom**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning ~~and language~~ abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; ~~b) providing appropriate differentiated instruction that ensures all students access to the core curriculum;~~ b) assessing the language abilities of students in order to identify and differentiate for those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; c) considering issues of language learning as compared to issues of language disability and how these relate to academic achievement; d) providing appropriate differentiated instruction that ensures all students access to the curriculum; ~~ee)~~ selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and ~~fd)~~ identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, English learners, and gifted and talented students. Candidates understand that students may be represented in multiple subgroups.

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom and demonstrates skill in collaborative planning and instruction with education specialists and other school professionals.

***Intern Program Delivery Model:***

In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.

**Category D: Supervised Fieldwork in the Program**

**Standard 14: Learning to Teach through Supervised Fieldwork**

The teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in schools selected by the program sponsor. All candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework.

Qualified members of the teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (a) being given instructional responsibilities with K-12 students, and (b) being given daily whole-class instructional responsibilities in a K-12 school. In addition, each candidate must demonstrate a fundamental ability to teach in the major domains of the *Teaching Performance Expectations*.

By design, this supervised fieldwork sequence (a) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework; (b) contributes to candidates' meeting the *Teaching Performance Expectations*, and (c) contributes to candidates' preparation for the teaching performance assessment. Candidates have extensive opportunities to observe, acquire and use appropriate pedagogical knowledge, skills, and abilities.

As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (a) state-adopted student academic content standards and curriculum frameworks; (b) students' needs, interests and accomplishments; and (c) the observed results of the strategies.

The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each candidate for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or underperforming schools.

Prior to assuming daily responsibility for whole-class instruction, each candidate must have satisfied the basic skills and subject matter requirements.

During the supervised field experience, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Prior to or during the program each Multiple Subject teaching credential candidate observes and participates in two or more of the following grade spans: K-2, 3-5, and 6-9. Prior to or during the program each Single Subject teaching credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

***Integrated/Blended Program Delivery Model:***

The field experience begins in the candidate's first year in the Integrated/Blended Program and provides meaningful opportunities for career exploration into the nature and characteristics of teaching in California schools.

***Intern Program Delivery Model:***

The teacher preparation program collaborates with the employing district in designing (a) structured guidance and regular site-based support and supervision and (b) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections, and individual and small-group teaching opportunities.

The teacher preparation program in collaboration with the school district ensure that all interns participate in structured and guided observations or participates in instruction of students in settings and grade levels different from their regular assignment.

**Standard 15: Qualifications of Individuals who Provide School Site Support**

Sponsors of programs define the qualifications of individuals who provide school site support. These qualifications include, but are not limited to a minimum of the appropriate credential (including EL authorization) and three or more years of teaching experience in California.

Sponsors of programs provide ongoing professional development for supervisors that includes the Teaching Performance Expectations (TPEs) and information about responsibilities, rights,

and expectations pertaining to candidates and supervisors. Individuals selected to provide professional development to supervising teachers (a) are experienced and effective in supervising credential candidates; (b) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (c) model collegial supervisory practices that foster success among credential candidates; and (d) promote reflective practice.

Each teacher who supervises a candidate during a period of daily whole-class instruction is well-informed about (a) performance expectations for the candidate's teaching and pertaining to his/her supervision of the candidate, and (b) procedures to follow when the candidate encounters problems in teaching.

Program sponsors in collaboration with cooperating administrators provide opportunities for each candidate to work in diverse placements with English learners, students with special needs, students from low socioeconomic backgrounds, and hard to staff schools.

***Intern Program Delivery Model:***

Program sponsors and the participating district collaborate in the selection of individuals who provide school site support and the placement of interns in teaching positions. Program sponsors and employing school districts ensure sites/teaching assignment for intern placement that will enable candidates to meet the program requirements. Each intern receives support from one or more mentor teacher(s) who are assigned to the same school, at least one of whom is experienced in the curricular area(s) of the intern's assignment.

## Appendix D

### Preliminary Education Specialist Teaching Credentials Program Standards

#### Program Standard 9: Preparation to Teach Reading/Language Arts

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of *the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners* who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

The Education Specialist credential program prepares candidates to do the following:

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
<b>Instruct- ional Planning/ Objectives/ Design</b>	<ul style="list-style-type: none"> <li>• Strategic selection and sequencing of curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</li> <li>• Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</li> </ul>		
<b>Instruct- ional Delivery</b>	1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include: <ul style="list-style-type: none"> <li>• word analysis</li> <li>• fluency</li> <li>• vocabulary, academic language, and background knowledge</li> </ul>	Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>• The systematic progression of instruction and application of foundational writing strategies, applications, and conventions</li> </ul>	Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example: <ul style="list-style-type: none"> <li>• The systematic progression of instruction and application to develop listening and speaking</li> </ul>

	<b>Reading</b>	<b>Writing</b>	<b>Listening and Speaking</b>
	<ul style="list-style-type: none"> <li>• reading comprehension</li> <li>• literary response and analysis</li> </ul> <p>2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:</p> <ul style="list-style-type: none"> <li>• orientation (e.g., engagement, teacher demonstration)</li> <li>• presentation (e.g., explicit instruction, modeling, pacing)</li> <li>• structured practice (e.g., reinforcement, questioning, feedback)</li> <li>• guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)</li> <li>• independent practice and application</li> <li>• independent practice (e.g. opportunities for students to show level of mastery)</li> </ul>	<ul style="list-style-type: none"> <li>• Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision (<u>the writing process</u>)</li> <li>• Writing applications according to <u>purposes, audiences, and grade level appropriate</u> genres <u>incorporating corresponding language functions, forms, and vocabulary</u>(<del>grade-level appropriate</del>) and their characteristics</li> <li>• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling).</li> </ul>	<p>strategies and speaking applications that parallel and reinforce instruction in reading and writing.</p> <ul style="list-style-type: none"> <li>• Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007).</li> </ul>		<p>Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’</p>

	Reading	Writing	Listening and Speaking
			progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.
<b>Universal Access/ Differentiated Instruction</b>	<p>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the <i>full range of learners</i>, <u>including recognizing that students should be grouped for intervention according to their assessed instructional needs</u>. For example:</p> <ul style="list-style-type: none"> <li>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</li> <li>• recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</li> <li>• using remediation strategies, accommodations, and modifications for students with special needs.</li> <li>• using flexible grouping, individualized instruction, and whole-class instruction as needed</li> <li>• <u>using selections listed in <i>Recommended Literature, Pre-Kindergarten Through Grade Twelve</i>, including culturally and linguistically responsive literature</u></li> <li>• <u>Providing additional explicit ELD for English learners at all proficiency levels</u></li> </ul>		

**NOTE:** This standard is not entirely required for the ECSE authorization since it focuses on school age reading skills. Programs who prepare Early Childhood Special Education candidates to provide literacy programs should be aligned to “*The Infant Toddler Learning and Development Foundations and Preschool Learning Foundations.*”

***Intern Program Delivery Model:***

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.

**Program Standard 10: Preparation to Teach English Language Learners**

Through planned prerequisites and/or professional preparation, the preparation program ensures the following:

Candidates learn foundations for successful English learner achievement:

- Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.
- Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students' language acquisition.
- Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.
- Candidates acquire skills to collaborate with specialists and paraprofessionals.
- Candidates learn and understand the importance of students' family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

Candidates understand effective program design and structures for English learners:

- Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners
- Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in academic English.
- Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.
- Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

Candidates learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs.

Candidates understand and implement effective instructional practices for ELD and content instruction for English learners:

Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners.

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.

- Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information (including performance based assessment) to identify students' language proficiencies and to develop effective instruction that promotes students' access

to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping structured oral interaction).

- Candidates learn to consider issues of language learning as compared to issues of language disability and how these relate to academic achievement of English Learners
- Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English, and considering the students' culture, level of acculturation, and prior schooling.
- Candidates learn to write IEP goals and objectives that are linguistically appropriate for English Learners
- Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
- Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to central academic content and providing opportunities for language development.

~~The program provides candidates opportunities to learn the purposes, goals, and content of the adopted instructional program for the effective teaching and support of English learners; and candidates understand the local and school organizational structures and resources designed to meet English learner students' needs. Candidates learn about state and federal legal requirements for the placement and instruction of English learners, and ethical obligations for teaching English learners. Candidates are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade appropriate or advanced curriculum content comprehensible to English learners.~~

~~Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students' language acquisition.~~

***Intern Program Delivery Model:***

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

**Program Standard 11: Typical and Atypical Development**

The program prepares candidates to demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning. Candidates will demonstrate comprehensive knowledge of atypical development associated with various disabilities and risk conditions (e.g. visual impairment, autism spectrum disorders, cerebral palsy), resilience and protective factors (e.g. attachment, temperament), and their implications for learning. Candidates will recognize the potential influence of varying cultural factors and practices on development. Candidates will demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress. Candidates will demonstrate skills required to ensure that the intervention and/or instructional environment are appropriate to the student's chronological age, developmental differences, and disability-specific needs.

***Intern Program Delivery Model:***

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 11: Typical and Atypical Development as well as ongoing preparation throughout the program.

**Program Standard 12: Behavioral, Social, and Environmental Supports for Learning**

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

**Program Standard 13: Curriculum and Instruction of Students with Disabilities**

The program provides opportunity for candidates to demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum. Candidates acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments. Candidates must be able to apply these skills as they pertain to their specific area of specialization and credential authorizations across age and grade levels. Candidates must be able to co-teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

### ***Intern Program Delivery Model:***

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation in general and specialty specific pedagogy relative to the authorized as well as ongoing preparation throughout the program.

### **Program Standard 14: Creating Healthy Learning Environments**

Candidates learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional, cultural and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships. Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common, chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth. Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and ways to identify, refer and support students and their families who may be at risk of physical, psychological, emotional or social health problems. Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

### **Program Standard 15: Field Experience in a Broad Range of Service Delivery Options**

The program will ensure that candidates have planned experiences and/or interactions with the full range of the service delivery system, the providers of such services, and parents and families, including experiences in general education. The experiences must reflect the full diversity of grades/ages, federal disability categories and the continuum of special education services outlined in the specific credential authorization. The experiences are planned from the beginning of the program to include experiences in general education, experiences with parents and families, and experiences with a broad range of service delivery options leading to an extended culminating placement in which the candidate works toward assuming full responsibility for the provision of services in the specific credential authorization and is of sufficient duration for the candidate to demonstrate the teacher performance expectations for special educators. The culminating placement may be in any school, agency or program as defined in Education Code Sections 56031, 56360, and 56361 for the purpose of providing special education services.

***Intern Program Delivery Model:***

This standard may be met by activities embedded in coursework and/or visits/interactions with service providers. It is not intended that interns leave their work assignments for an extended period to meet this standard.

**Program Standard 16: Assessment of Candidate Performance**

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program shall determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of Teaching Performance Expectations (TPEs) as they apply to the subjects and specialties authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs. At least one assessor shall hold authorization in the candidate's credential area. An individual development plan will be written before the candidate exits the Preliminary Credential Preparation Program and will include recommendations for further study during the candidate's Induction Program. (TPEs may be found on pages 73-86 of this document).

## Appendix E

### English Learner Authorizations Advisory Panel Recommended Revisions to Standards 5 and 6 of the Induction and Clear Program Standards

#### Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching

##### **Program Standard 5: Pedagogy**

Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of **non-dominant varieties of English** ~~non-standard English~~, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

##### **Program Standard 6: Universal Access: Equity for all Students**

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, **racial** ~~race~~, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families

to provide the full range of learners equitable access to the state-adopted academic content standards.

### **a) Teaching English Learners**

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, ~~referral~~ reclassification and monitoring processes ~~and redesignation processes~~. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessments, such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to addresses language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.

Participating teachers plan instruction that demonstrate their understanding of the importance of students' family and cultural backgrounds, and experiences.

Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. ~~Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.~~ Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

### **b) Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral

process of students for special services. Participating teachers appropriately identify factors that could be problematic in affect the determination determining of an English Learner's language/learning disability. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide differentiated instruction, including accommodations and implement modifications, based on assessed student needs. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies)

**Appendix F**  
**English Learner Authorizations Advisory Panel Recommended Content for**  
**Inclusion in Administrative Services Credential Standards**  
**September 2011**

**Candidates should:**

- Understand the role of the administrator in promoting an inclusive schoolwide culture that responds to and values the diversity of the school community
- Demonstrate the ability to promote a culture of additive language development
- Demonstrate the ability to promote a shared vision of learning involving all stakeholders
- Demonstrate the ability to develop local language policy
- Demonstrate the ability to act as change agents
- Demonstrate the ability to use data to inform accountability and to improve programs
- Demonstrate the ability to use and manage categorical funds
- Understand levels of English proficiency including the characteristics of students at the various proficiency levels
- Understand the relationship between English Language Arts and English Language Development
- Understand the theories of language acquisition and development and how to move students to advanced levels of English language proficiency
- Understand the components of effective ELD instruction
- Evaluate the implementation of instructional components of ELD, SDAIE, and primary language instruction and provide feedback to staff
- Collaborate and confer with EL experts as needed
- Understand the components of effective content instruction including an understanding of the language demands of content area instruction.
- Understand the role of the primary language in supporting the development of English proficiency, meeting grade level academic standards and developing biliteracy.
- Demonstrate the ability to communicate effectively with families from other cultures

**Administrative Services Programs should:**

Review preparation with respect to research and current best practices in the area of effective ELD and content area instruction for EL students to enable candidates to be effective instructional leaders for all teachers and students.

Provide more preparation and emphasis with respect to instructional models and program models for EL students, including issues such as SDAIE strategies; academic language and literacy; the role of the primary language, culture and community; EL student placement and course scheduling; consistency of EL instructional program for students across grades; and management of instructional programs for ELs to facilitate student learning.

**Appendix G**  
**English Learner Authorizations Advisory Panel Recommended Content for**  
**Inclusion in Pupil Personnel Services Credential Standards**  
**September 2011**

**Part I: Content Recommended for Inclusion in the Generic Standards Applicable to All PPS Credentials**

**Candidates should:**

- Understand the typology of English learners
- Understand first and second language development and levels of English proficiency
- Understand effective approaches to interacting positively with and engaging families from diverse cultures, and to building relationships with diverse communities
- Have bilingual/bicultural experience or experience learning another language
- Understand multicultural perspectives within the community and intercultural communication approaches
- Be able to explain the norms and procedures of U.S. schooling to diverse audiences, and to assist students and families in navigating the system
- Be able to advocate for the needs of English learners and their families
- Understand and be able to do asset mapping, and to access community and other resources for the benefits of students and families
- Understand appropriate use of interpreters and translators
- Understand the impact of race, class, economics, poverty and power relationships in the community, on families, and on learning
- Understand cultural perspectives on the identification of learning disabilities
- Understand the processes of acculturation and assimilation and their role in identity development of English learners
- Be able to share pertinent information with teachers regarding English Learner students, their families, and their situation in the community without violating confidentiality
- Understand varieties of living situations experienced by English learners, including transnational families, extended families, migrant families, and “parachute children,” and the effects of students’ living situations on their attendance, learning and academic success

**Part II: Additional Content Recommended for Inclusion in the School Counseling Standards**

**Candidates should:**

- Be able to use culturally-appropriate and culturally-relevant counseling approaches
- Understand the effect of master scheduling on English Learner education, and maximize opportunities for EL students’ appropriate placement and educational progress through effective use of the master schedule
- Know how to access and understand transcripts from other countries and/or identify resources that can assist in accessing and understanding transcripts from other countries

- Be able to advise English learners and their families on postsecondary educational opportunities and on career opportunities
- Understand that appropriate placement of EL students should be determined based on student language ability in L1 and in English, prior educational background, level of achievement, and the most appropriate educational program to address student needs
- Understand the effects of inappropriate placement of EL students based solely on their status as English learners with other types of students such as students with disabilities, failing students, and others
- Understand how to use data appropriately to avoid over- or under-identification and placement of English Learner students in Special Education and/or Gifted and Talented Education programs

### **Part III: Additional Content Recommended for Inclusion in the School Psychology Standards**

#### **Candidates should:**

- Understand the complex interaction of language and cognition
- Be able to differentiate between and/or identify issues of language learning vs. issues of disability, using multiple data sources
- Understand the legal requirements for assessment of English learners
- Understand the issues related to valid and reliable assessments for English learners and understand limitations of assessing students of limited English language proficiency, of translated assessments, and of the use of translators during assessment
- Be able to select and use linguistically appropriate (e.g., primary language, non-verbal), culturally-appropriate and culturally-relevant assessments for English learners
- Be able to interpret assessment data appropriately given the student's language, educational background, and culture
- Understand how to use data appropriately to avoid over- or under-identification and placement of English Learner students in Special Education and/or Gifted and Talented Education programs

### **Part IV: Additional Content Recommended for Inclusion in the School Social Work Standards and the Child Welfare and Attendance Standards**

No additional specific content beyond that identified for the Generic Standards applicable to all PPS credential preparation was suggested by the panel for these two credential areas.