Commission on Teacher Credentialing

NOTE TO USERS OF THE LANGUAGES OTHER THAN ENGLISH SUBJECT MATTER HANDBOOK

The Languages Other Than English Subject Matter Program Handbook on this website applies to all languages other than English except for American Sign Language.

The Languages Other Than English Subject Matter Program Handbook applicable to American Sign Language will be posted on Friday, January 23, 2009.

Languages Other than English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

A Handbook for
Teacher Educators
&
Program Reviewers

Languages Other than English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

Created and Recommended by the
Languages Other than English Subject Matter Advisory Panel
(2003-2004)

Adopted and Implemented by the
California Commission on Teacher Credentialing
State of California
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Sacramento, California 95814
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California Commission on Teacher Credentialing

Arnold Schwarzenegger, Governor
State of California

2004

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California Commission on Teacher Credentialing
2003-04

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Languages Other than English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs

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Part 1: Introduction to Languages Other than English Teaching Standards

Standards and Credentials for Teachers of Languages Other than English: A Foreword by the California Commission on Teacher Credentialing

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. Each year in California, thousands of students enroll in classes for languages Other than English with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which students learn to engage creatively in languages other than English and respond critically to languages other than English depends substantially on the preparation of their teachers in languages other than English and the teaching of languages other than English.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policy-making body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, one of the Commission's most important responsibilities is to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter preparation program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of examination specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are related directly to one of the Commission's fundamental missions to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i,j, 44257, 44288).

In the early 1990s, CCTC developed and adopted (a) standards for single subject matter preparation programs and, at the same time, (b) specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. Those standards and specifications were adopted by the Commission in 1992 and are still in use today. They are now being replaced by the newly adopted (2002) subject matter requirements and single subject matter standards.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission has taken on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, CCTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of post-secondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

The State Board of Education adopted academic content standards and/or frameworks for California K-12 students. These standards have direct implications for the subject matter competence requirement of prospective teachers. Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) addresses the need to require the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student content adopted by the State Board of Education.

The Commission appointed four panels in 2003 (art, languages other than English, music and physical education) to begin the second of three phases to meet the SB 2042 mandate for single subject matter programs. The third phase (agriculture, business, health, home economics, and industrial and technology education) brings all 13 subject matter areas for credentials into alignment with K-12 student content standards by 2005. The first phase of single subject matter (English, mathematics, science and social science) panels (2001, 2002) spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students. The second phase of panels followed the same process for alignment.

Standards of Program Quality and Effectiveness

Over the past 15 years CCTC has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission adopted the following principles regarding the governance of educator preparation programs. The Commission asked the Single Subject Panels to apply these general principles to the creation of standards for single subject matter programs.

1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
2) *There are many ways in which a teacher preparation program could be excellent.*
3) *The curriculum of teacher education plays a central role in a program's quality.*
4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*
5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*

6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.*
7) *The Commission is concerned about the high level of attrition among beginning teachers, and has successfully sponsored legislation to improve the conditions in which new teachers work.*
8) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*
9) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
10) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*
11) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation is excellent, the Commission respects the considered judgments of educational institutions and professional educators and holds educators accountable for excellence. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards for Professional Teacher Preparation Programs

The effectiveness of the languages other than English curriculum in California schools does not depend entirely on the content knowledge of teachers of languages other than English. Another critical factor is the teachers' ability to *teach* languages other than English. To address the *pedagogical* knowledge and effectiveness of teachers of languages other than English, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2004, CCTC authorized an extensive field review of the draft standards for languages other than English. During spring 2004, the standards were amended, based on field review findings and direction from the Commission, and finally adopted by the Commission in May 2004.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- inclusion of a teaching performance assessment in preparation programs; and
- a required induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999, AB 1059 (Ducheney, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Subject Matter Preparation Programs for Prospective Teachers

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Post-secondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees in languages other than English. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Languages Other than English. An applicant for a teaching credential must have earned a bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in languages other than English may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in Languages Other than English.

Subject Matter Advisory Panels

The California Commission On Teacher Credentialing asked the Languages Other than English Subject Matter Advisory Panel to create new standards of program quality and effectiveness that could be used to review and approve subject matter preparation programs. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that teachers must have in order to teach languages other than English effectively in the public schools.

In January 2003 CCTC's executive director appointed subject matter panels in art, languages other than English, music, and physical education to advise Commission staff on the development of new subject matter program standards and examinations in these subject areas. Each panel consists of:

- Classroom teachers of the subject area,
- Subject area specialists in school districts, county offices of education, and postsecondary institutions,
- Professors in the subject area teaching in subject matter preparation programs,
- Teacher educators,

- Members of relevant professional organizations,
- Members of other relevant committees and advisory panels, and
- A liaison from the California Department of Education.

Fifteen panel members were appointed to the Art Panel; 24 members appointed to the Languages Other than English Panel; 18 appointed to the Music Panel; and 15 appointed to the Physical Education Panel. The panels began their work in March 2003 with a written "charge" describing their responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs were approved by the Commission at its January 2004, meeting.

Essential Documents for Panel Use

From their first meeting in March 2003, the subject matter panels used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the draft program standards that were adopted by the Commission.

- The academic content standards for K-12 students and/or frameworks that have been approved by the California State Board of Education (1998-2002)

- The Commission-approved (1992) Standards of Quality and Effectiveness for Subject Matter Programs in Art, Languages Other Than English, Music and Physical Education and Handbooks for Teacher Educators and Program Reviewers in each of the four academic areas (1992)

- The Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept. 2001)

- The Standards for Quality and Effectiveness for Professional Teacher Preparation Programs (Sept. 2001)

- The National Standards for art, languages other than English, music and physical education

- The panels also reviewed several other publications and research articles. Several panel members brought state and national studies and publications for each panels' use.

The State Board of Education adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002 the first phase of panels also identified six standards in the 1992 documents that were common to all of the academic standards. The panels went on to identify several new areas relevant for standards from the SB 2042 reform. This process resulted in the development and approval of ten "Standards Common to All" that were developed and apply to all thirteen single subject areas. In 2010 the Standards Common to All were revised and replaced with two new Standards Common to All.

The Subject Matter Requirements for the Multiple Subject Teaching Credential were also an important document used by the panel. In many cases the Multiple Subject Standards language and organization of the standards and standard elements were adopted by the panels. The standards of

the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

Field Review Survey

Early in 2004 the draft Single Subject Matter Standards were mailed to all deans of education, directors of teacher education, and single subject coordinators at all Commission-accredited four-year institutions in California, learned societies and professional organizations, funded subject matter projects, teacher organizations, school districts, and county offices of education. Over 100 selected K-12 public school teachers and college/university professors were sent the draft standards. The standards were also placed on the Commission's web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

There were several hundred standard review surveys returned to the Commission by February 2004. The numbers of responses were evenly distributed among the four single subject areas. Over 80% of all responses fell in the "Essential" or "Important" categories. Fewer than 5% of all responses were scored as "Not Important" and less than 15% were scored as "Somewhat Important."

A majority of responses to the Phase 2 (single subject) standards field review were from higher education faculty at colleges and universities in California. More than half of these responses were received from faculty in academic departments. A majority of the responses were from faculty in the California State University (CSU) system. Responses were also received from the University of California campuses and from the private and independent colleges and universities. All four CSU campuses that presently include a dance concentration in their physical education programs provided substantial review of the four proposed dance concentration standards.

Consultant staff tallied all responses and listed all comments on a master survey form for each subject matter area. The Single Subject Matter Panels made revisions in the language of certain standards, based on the 2004 field review, and the revised standards were recommended to CCTC for adoption at its meeting in June 2004. At that meeting the Commission also approved an implementation plan for the new standards including technical assistance meetings in 2004/05.

The Languages Other than English Teaching Credential

The Single Subject Teaching Credential in Languages Other than English authorizes an individual to teach languages other than English in departmentalized classrooms. The holders of this credential may teach at any grade level, but the great majority of classes in languages other than English occur in grades seven through twelve. The Commission asked the Languages Other than English Teacher Preparation and Assessment Advisory Panel to recommend new policies to ensure that future teachers of languages other than English are prepared to instruct the subjects that are most commonly taught in languages other than English classes. In 2003 when the advisory panel was established, almost half of all classes for languages other than English in California public schools were Spanish for students in grades seven through twelve. The other language classes taught by teachers of languages other than English in 2003-04 were taught in:

French	Approximately 28% of classes in languages other than English
German	8%
Japanese	3%
Latin	3%

Other courses in languages other than English taught comprise the remaining percentage (e.g., Italian, Russian, Korean, Chinese, Portuguese, Vietnamese, American Sign). The requirements and other policies in this document are designed to prepare teachers for teaching a specific language other than English, as a second language.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in languages other than English, the Commission asked the Languages Other than English Subject Matter Advisory Panel to develop subject matter requirements that would be consistent in scope and content with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of Languages Other than English*, which follow the standards in this handbook. College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter preparation programs.

The Commission sought to align the subject matter requirements with the program standards in each subject area. Each subject matter advisory panel was asked to develop standards and subject mater requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

New Subject Matter Assessments

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter preparation programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the 1990s, the State Board of Education adopted K-12 student content standards and frameworks in art, languages other than English, music and physical education. Beginning in early 2003, the Commission began the process of developing assessments that were aligned with these K-12 requirements. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In the four subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET for art, languages other than English, music, and physical education were first administered in fall of 2004, replacing the SSAT and Praxis II examinations as the new subject matter examinations in these areas.

Overview of the Languages Other Than English Standards Handbook

Part 1 of the handbook provides context and background information about the new standards. Part 2 includes the sixteen standards as well as the "Subject Matter Requirements for Prospective Teachers of Languages Other Than English." Part 3 provides information about implementation of the new standards in California colleges and universities.

Contributions of the Languages Other Than English Advisory Panel

The California Commission on Teacher Credentialing is indebted to the Languages Other Than English Teacher Subject Matter Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of Languages Other Than English*. CCTC believes strongly that the standards in this handbook will improve the teaching and learning of languages other than English in California's public schools.

Request for Assistance from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook, which should be addressed to:

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95814-4213

Part 2: Standards of Program Quality in Languages Other Than English

Definitions of Key Terms

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in languages other than English are on following pages.

Standards

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by Program Guidance for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

Program Guidance

Program guidance is provided for each standard to help institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, Program Guidance identifies what the Commission believes are the important dimensions of program quality with respect to each standard. In determining whether a program meets a given standard, the review panel considers the information provided by the program in response to each statement of that standard.

Preconditions for the Approval of Subject Matter Programs in Languages Other than English

To be approved by the Commission, a Subject Matter Program in Languages Other than English must comply with the following preconditions.

(1) Each Program of Subject Matter Preparation for the Single Subject Credential in Languages Other Than English shall prepare prospective teachers in one language other than English, and shall include at least 33 semester units (or 50 quarter units) of advanced (non-introductory) coursework in the language and in related subjects commonly taught in California public schools.

(2) The program coursework in (or directly related to) a language other than English shall include language, culture, linguistics, literature, and other related subjects commonly taught in California public schools. All courses used to meet the standards in the program shall be taught in the target language, with the exception of programs for classical languages such as Greek and Latin.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Category I: Standards Common to All Single Subject Matter Programs

Standard 1: Program Design
Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program. The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline.

Standard 2: Program Resources and Support
The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program.

Languages Other Than English (LOTE) Program Standards

Standard 3: Program Philosophy and Purpose

The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution's concept of a well-prepared teacher of language.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program faculty and administration, both collectively and collaboratively with K-12 and appropriate other representatives of the broader educational community, develop the program philosophy, design and intended outcomes. The development process reflects participants' awareness of recent paradigms and research in language, literature, culture and linguistics.

- The program philosophy and intended outcomes are consistent with the major themes and emphasis of the Foreign Language Framework for California Public Schools K-12, other state curriculum documents, and nationally adopted guidelines for teaching languages.

- The program philosophy recognizes that all students are capable of learning languages in addition to their primary language and should have access to a variety of language learning opportunities.

- The program philosophy values candidates' diverse language and cultural backgrounds and acknowledges the need to respond to the strengths and needs of prospective candidates.

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

- The program philosophy recognizes that prospective teachers need to understand and value the role of culture in language acquisition and are able to function in multiple cultural contexts.

Standard 4: Nature of Language

The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program develops candidates' abilities to demonstrate an understanding of the nature, purposes and uses of language, including the basic elements of language structure as well as the universal characteristics of human language.

- The program prepares candidates to analyze the processes by which languages change over time to understand how languages vary geographically, socially, and ethnographically and to describe the relationships among different languages.

- The program prepares candidates to demonstrate an understanding of the communicative functions of language and how those functions vary depending upon the context and purpose of the communications.

- The program prepares candidates to demonstrate an understanding of the language acquisition process; developmental patterns of language learning; the cognitive, affective, and social factors impacting language teaching and learning; and the interrelationship of language and culture.

Standard 5: Linguistics of the Target Language

The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires prospective teachers to demonstrate knowledge of the phonology, orthography, morphology, syntax and semantics of the target language.
- The program requires prospective teachers to identify, analyze and correct grammatical and mechanical errors in target language samples.
- The program requires prospective teachers to analyze and contrast linguistic structures, and compare and contrast words, idioms and inflections of the target language and English.
- The program requires candidates to demonstrate an understanding of the pragmatic and sociolinguistic features of the target language discourse.

Standard 6: Literary and Cultural Texts and Traditions

The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires prospective teachers to analyze, interpret and reflect upon the major movements, genres, writers and works in the literature of the target language.
- The program requires prospective teachers to analyze the elements of literary works and interpret the use of rhetorical and literary techniques.
- The program requires prospective teachers to identify and analyze the historical, social and cultural influences on works of literature in the target language
- The program requires prospective teachers to interpret changes over time in the target culture by using their knowledge of the literary and cultural traditions of the target culture.
- The program requires prospective teachers to identify and analyze the ways in which literary and intellectual works and movements of cultures associated with the target language both reflect and shape those cultures.
- The program requires prospective teachers to analyze and interpret a wide range of literary and cultural texts as represented by a variety of forms and media.
- The program requires prospective teachers to evaluate the use of language to inform, persuade, and evoke reader response.

Standard 7: Cultural Analysis and Comparison

The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of the interrelationships among the perspectives, practices and products of those cultures. As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- Candidates develop an understanding of how a culture manifests itself through multiple perspectives.
- Candidates compare and contrast various elements of the target culture with those of other cultures.
- Candidates demonstrate an understanding of how factors such as geography, politics, history, religion, education and socio-economic systems, as well as prominent figures, affect the target culture(s).
- Candidates demonstrate an understanding of how the practices and products of a target culture reflect cultural perspectives..
- Candidates identify and analyze stereotypes and their effects on the perceptions of and attitudes toward the target culture(s).

Standard 8: Language and Communications: Listening Comprehension

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the states of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker's purposes, assumptions and intended audience.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires candidates to demonstrate an understanding of the main ideas and significant details in a variety of authentic contexts (literal comprehension of spoken language).

- The program requires prospective teachers to make deductive and inductive inferences based on information contained in oral messages (inferential and interpretative comprehension of spoken communication).

- The program requires prospective teachers to analyze and evaluate oral messages in relation to their purposes, contexts and points of view (critical analysis of spoken communication).

Standard 9: Language and Communications: Reading Comprehension

The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language. Candidates who are readers of languages using a Roman alphabet will identify main ideas and details, move beyond literal comprehension and identify the author's perspective(s) or cultural perspective(s), and candidates who are readers of languages using a non-Roman alphabet will demonstrate a literal level of comprehension, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. The program also requires that prospective teachers demonstrate the ability to think critically about what they read and to evaluate texts from a variety of media in the target language.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires that prospective teachers identify and comprehend the main idea and significant details within a given text (literal comprehension).

- The program requires prospective teachers to make deductive and inductive inferences based on information contained in a variety of texts (inferential and interpretative comprehension of texts and other media).

- The program requires candidates to apply critical reasoning skills to texts from a variety of media, including written and electronic media (critical analysis of texts and other media).

Standard 10: Language and Communications: Oral Expression

The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language. Candidates in Group I, II and III languages on the FSI (Foreign Service Institute) scale must speak at a minimum level of Advanced-Low and candidates in Group IV languages must speak at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program develops candidates' abilities to communicate effectively in informal settings, including both ordinary and unexpected situations, as well as in formal settings. Each candidate uses different registers and styles of speech appropriate to diverse audiences, as appropriate to the target language.

- The program prepares prospective teachers to understand and use appropriate oral discourse for different communicative purposes including narrating, requesting, persuading, comparing and contrasting. Candidates formulate and defend hypotheses as well as speak effectively on abstract topics and themes, as appropriate to the target language.

- The program requires prospective teachers to acquire and demonstrate competence in expressing ideas, using culturally appropriate language across a range of content, including the arts, literature, politics, society and current events appropriate to the target language.

Standard 11: Language and Communications: Written Expression

The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language. Candidates in languages that use the Roman alphabet, including classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, and candidates in languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program requires candidates to write in major time frames, employing vocabulary appropriate to purposes, using a variety of linguistic structures and idiomatic expressions.

- The program requires prospective teachers to employ a variety of text types in their writings and to accurately express ideas in culturally appropriate language across a range of content.

- The program requires prospective teachers to write coherent texts, using appropriate stylistic devices and sociolinguistic parameters for given audiences, purposes and occasions.

Standard 12: Connection to Other Disciplines and Language Communities

The program builds upon "Varied Teaching Strategies" (Standard 5), incorporating recent developments in language acquisition approaches. The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. Candidates demonstrate the ability to relate the target language to other disciplines.

The following statements no longer require a direct response but should be used for guidance in responding to the standards directly. Each statement of the standard should be responded to instead, by providing a brief description, a few examples and evidence citations for how the program meets the standard. Please limit the total response to the standard to 1-2 pages.

- The program faculty implements a variety of technology-assisted teaching and learning experiences that assist students to identify and interact with the local, regional and international language communities associated with the target language.

- The program integrates content from other disciplines to strengthen interdisciplinary competency in the target language.

- The program requires students to analyze the role and importance of media in communication in the target language.

- The program requires students to know professional opportunities related to languages and the role of language competency in careers and professional issues in a global context.

- The program facilitates the interaction of students with local resources and community events that help to deepen and broaden prospective teachers' language and cultural background for teaching and learning.

Subject Matter Requirements for Prospective Teachers of Languages Other than English

Part I: Content Domains for Subject Matter Understanding and Skill in Languages Other Than English

Domain 1. General Linguistics

Candidates demonstrate knowledge of the nature, process, and components of language at the postsecondary level, as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates demonstrate both broad and deep conceptual understanding of the subject matter, including the universal characteristics of human languages and the ways in which linguistics describes and categorizes language structures. They analyze the processes by which languages change over time, understand how languages vary geographically, socially, and ethnographically, and recognize the family relationships among different languages. Candidates show an awareness of the communicative functions of language and how those functions vary depending upon the context and purpose of communication. They demonstrate a thorough understanding of language acquisition, including the processes by which new languages are acquired and the developmental patterns of language learning, and recognize that language acquisition involves the interrelationship of language and culture.

1.1 The Nature of Language

a. Demonstrate an understanding of the nature, purposes, and uses of language. For example:
   - ♦ Demonstrate an understanding of the elements of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.
   - ♦ Demonstrate an understanding of the basic principles of grammar and what is meant by a productive rule of language.
   - ♦ Demonstrate an understanding of the distinction between deep structure and surface structure.

b. Demonstrate an understanding of the development of language and the significance of language change, including the variations that occur within the contexts of time, place, age, gender, and situation. For example:
   - ♦ Demonstrate an understanding of the classification of languages into families and branches.
   - ♦ Describe different perspectives on the study of language (e.g., synchronic vs. diachronic).
   - ♦ Identify the different types of change that languages undergo at all levels (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).
   - ♦ Analyze the mechanisms by which language change occurs (e.g., umlaut, phonemic splits and mergers, borrowing, euphemisms, folk etymologies, metaphors, taboos).

1.2 Language Use

a. Demonstrate an understanding of the principles of pragmatics, discourse analysis, and the theory of speech acts. For example:
   - Demonstrate an understanding of how sentences may be used to communicate more than they literally say.
   - Analyze principles of structure, regularity, and coherence in extended texts.
   - Demonstrate an understanding of distinctions between different types (e.g., direct vs. indirect) and varieties (e.g., commands, questions, assertions, exclamations) of speech acts.
   - Demonstrate an understanding of the functions of speech acts (e.g., to inform, to amuse, to control, to persuade).
   - Apply concepts of reference, sense, force, tone, and conversational implicature (contextualized meaning) to the analysis of speech acts.
   - Demonstrate an understanding of the distinction between performative and constative utterances (speech that constitutes an act vs. speech that describes facts or provides information).

1.3 Applied Linguistics

a. Demonstrate an understanding of theories of language acquisition and learning. For example:
   - Analyze potential differences between learning first and second languages.
   - Identify the developmental stages through which language learners acquire first and second languages.
   - Demonstrate an understanding of the cognitive, affective, and social factors that affect second-language acquisition and learning (e.g., the concept of critical period, family and peer attitudes, linguistic interference).
   - Demonstrate an understanding of how theories of language acquisition can be applied to facilitate language instruction and learning.
   - Demonstrate an understanding of the creativity and recursive character of human languages.

(*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.b, 1.c)

Domain 2. Linguistics of the Target Language

Candidates demonstrate a broad and deep knowledge of target-language linguistics at the postsecondary level, as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates demonstrate an understanding of the languages they teach, including sound systems, the rules by which words are formed, and the ways in which phrases, clauses, and sentences are structured, and can explain the major levels and features of the target-language grammar. They understand articulatory phonetics and are able to describe target-language phonological features, orthography, morphological rules, syntactic patterns, and semantics. Candidates are able to describe the rules for word and sentence formation, as well as the structure, function, and meaning of target-language discourse, including features for producing coherence in spoken and written discourse, pragmatic features, and sociolinguistic features of target-language discourse. Candidates are familiar with rhetorical and stylistic devices, figures of speech, and the

levels of language appropriate for various tasks and communicative purposes. In addition, they understand the historical changes in the target language and the variations among regional dialects, including differences in pronunciation, orthography, vocabulary, and grammatical structures, as well as register.

2.1 Language Structures

a. Demonstrate an understanding of the phonology of the target language. For example:
   - ♦ Describe the segmentals of the target language and their allophones.
   - ♦ Describe the suprasegmentals of the target language (e.g., significant tones, accents, intonation patterns).
   - ♦ Describe the syllable structure of the target language (e.g., CV, CVC).
   - ♦ Describe the phonological and morphophonemic rules of the target language.

b. Demonstrate an understanding of the orthography of the target language. For example:
   - ♦ Demonstrate an understanding of the principles of the standard system for writing the target language (e.g., alphabets, syllabaries, logographic systems).
   - ♦ Demonstrate an understanding of the origins and development of different systems for writing the target language.

c. Demonstrate an understanding of the morphology of the target language. For example:
   - ♦ Understand inflectional morphology (e.g., verb conjugations, noun declensions).
   - ♦ Understand derivational morphology (e.g., rules for forming derived and compound words).
   - ♦ Describe strategies for identifying and using new words in the target language by recombining morphemes.

d. Demonstrate an understanding of the syntax of the target language. For example:
   - ♦ Demonstrate an understanding of the rules that govern the formation of phrases and sentences.
   - ♦ Demonstrate an understanding of the significance of word order in the target language.
   - ♦ Identify ways in which syntactic patterns in the target language can be used to convey nuances of meaning.
   - ♦ Identify linguistic devices used to create connected and cohesive discourse in the target language.

e. Demonstrate an understanding of the semantics of the target language. For example:
   - ♦ Demonstrate an understanding of how meanings are structured and communicated in the target language.
   - ♦ Demonstrate an understanding of the cultural meaning of words and sentences and the cultural significance of a variety of idiomatic expressions.

f. Describe changes that occur in the target language over time.

2.2 Error Analysis

a. Identify, analyze, and correct grammatical and mechanical errors in the target language.

2.3 Contrastive Analysis

a. Analyze and contrast linguistic structures of the target language and English.
b. Compare and contrast particular words, idioms, and inflections in the target language and English.

2.4 Sociolinguistics and Pragmatics

a. Demonstrate an understanding of pragmatic and sociolinguistic features of target-

language discourse. For example:

- ♦ Explain how linguistic choices depend on the setting, goals, and participants in communicative interactions (e.g., the use of honorifics).
- ♦ Demonstrate an understanding of the influence of social and cultural norms on the use of the target language (e.g., use of formal vs. informal forms of speech).

b. Demonstrate an understanding of the origins and social implications of accentual and dialectal differences within the target language.

c. Describe the differences among the varieties of the target language and the factors that account for these differences (e.g., cultural factors, political factors, level of education, gender, social class).

(*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.b, 1.c)

Domain 3. Literary and Cultural Texts and Traditions

Candidates demonstrate a broad and deep knowledge of literary and cultural texts and traditions, and of their contexts, at the postsecondary level, as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates are familiar with major literary and intellectual movements, genres, writers, and works. They can analyze, interpret, and synthesize ideas as well as critical issues from a wide range of writers and thinkers across a variety of forms and media. They understand the historical, social, and cultural contexts in which literary and cultural texts were created, the influence of these factors on ideas and forms of expression, and the ways in which those texts both reflect and shape the target culture. Finally, candidates use literary and cultural texts to interpret and reflect upon the perspectives of the target culture over time.

3.1 Major Movements, Genres, Writers, and Works

a. Demonstrate an understanding of major movements, genres, writers, and works in the literature of the target language.

b. Demonstrate an understanding of the historical, social, and cultural influences on works of literature in the target language.

c. Use knowledge of the literary and cultural traditions of the target culture to interpret changes in that culture over time.

d. Demonstrate an understanding of the ways in which literary and intellectual works and movements of cultures associated with the target language both reflected and shaped those cultures.

3.2 Analysis of Literary and Cultural Texts

a. Analyze and interpret a wide range of literary and cultural texts (e.g., oral traditions, folk tales, novels, short stories, poetry, drama, history, philosophy, biography, essays, speeches, film, electronic media).

b. Evaluate the use of language (e.g., register, function) to convey meaning, to inform, to persuade, or to evoke reader response.

c. Analyze the elements of literary works (e.g., setting, plot, theme, character, tone, style).

d. Interpret the use of rhetorical and literary techniques (e.g., metaphor, personification).

(*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 2.a, 2.b)

Domain 4. Cultural Analysis and Comparisons

Candidates possess a broad and deep knowledge of the cultures associated with the target language and demonstrate an understanding of the interrelationships among the perspectives, practices, and products of those cultures at the postsecondary level, as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). Candidates recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze, and evaluate cultural themes, values, and ideas. They are able to explore relationships among cultural perspectives and social institutions, and they understand how cultural practices and products exemplify the perspectives of cultures associated with the target language. Candidates recognize important geographical features and analyze the impact of geographical factors on the development of cultures associated with the target language. They exhibit familiarity with contemporary and historical issues, significant works of art, cultural attitudes and priorities, daily living patterns, and social institutions. They are able to identify the roles and contributions of major political figures, artists, and cultural icons, and references made to them in the culture. Candidates are able to interpret ideas, values, and beliefs that represent the target culture's traditions and contemporary variations and are able to compare and contrast social, historical, and artistic traditions in the target culture with those of other cultures.

4.1 Cultural Perspectives

a. Demonstrate an understanding of how all of the cultural perspectives within nations and cultures associated with the target language interact to influence the development and evolution of the target cultures (e.g., worldview, core beliefs, values).
b. Demonstrate familiarity with how the major physical and other geographical features of countries and cultures associated with the target language have influenced the cultures' development and evolution.
c. Analyze how political factors have influenced the development and evolution of cultures associated with the target language, including the interrelationship between geography and political systems.
d. Demonstrate familiarity with significant individuals, key eras, and major historical events and developments within nations and cultures associated with the target language, and analyze their influence on the development and evolution of the target cultures.
e. Demonstrate an understanding of how the political, religious, social, economic, and educational systems and institutions in nations and cultures associated with the target language have been shaped by and have influenced the development and evolution of the target cultures (e.g., traditions, social conventions, social relationships, and social status).

4.2 Cultural Practices

a. Demonstrate an understanding of how cultural practices exemplify cultural perspectives. For example:
   - rituals and traditions
   - social institutions such as marriage and family
   - social status and social relationships
   - holidays and festivals
   - health practices and traditions
   - patterns of work and leisure
   - culinary traditions and practices

b. Analyze cultural stereotypes and their effects on the perceptions of and attitudes toward the target cultures.

4.3 Cultural Products

a. Demonstrate an understanding of how the products of a target culture exemplify cultural perspectives. For example:
   - architecture
   - works of art (e.g., painting, sculpture, handicrafts)
   - artistic performance (e.g., music, dance, drama)
   - literature
   - technology and media (e.g., Web sites, advertisements)
   - entertainment
   - fashion
   - manufactured goods

(*American Council on the Teaching Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 2.a, 2.b)

Domain 5. Language and Communication: Listening Comprehension

Candidates demonstrate proficiency in the comprehension of oral messages in the individual target language as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to listen effectively and understand oral messages in the target language for various purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret both limited and extended oral messages, including monologues, conversations, news broadcasts, narratives and descriptions in various time frames, speeches, and debates. Candidates are not only able to identify the main ideas and supporting details of oral messages, but also to infer the meaning of unfamiliar words from their contexts, interpret oral messages on a number of levels, analyze them from multiple perspectives, and give detailed personal interpretations that are supported by a rich range of cultural knowledge and understanding. Finally, they demonstrate the ability to think critically about oral messages and to evaluate them in relation to logical and stylistic standards and social relationships, as well as the speaker's purposes, assumptions, and intended audience.

5.1 Literal Comprehension of Spoken Communication

a. Demonstrate an understanding of the main ideas and significant details of oral messages in a variety of authentic contexts. For example:
   - ♦ Understand the main point of an oral message.
   - ♦ Identify the sequence of steps described in a set of spoken directions.
   - ♦ Recognize a stated cause or effect in a situation described in an oral message.
   - ♦ Choose or provide an appropriate response to a spoken question or comment.
   - ♦ Respond appropriately to a request for information.

5.2 Inferential and Interpretive Comprehension of Spoken Communication

a. Make deductive and inductive inferences based on information contained in oral messages. For example:
   - ♦ Draw conclusions based on information presented in oral messages.
   - ♦ Characterize the tone or mood of one or more speakers.
   - ♦ Infer the social relationships among speakers (e.g., gender, age, social status).
   - ♦ Analyze a personal relationship implied but not stated in an oral communication.
   - ♦ Interpret the cultural context of spoken communications.

5.3 Critical Analysis of Spoken Communication

a. Analyze and evaluate oral messages in relation to their purpose, context, and point of view. For example:
   - ♦ Analyze a speaker's assumptions or point of view.
   - ♦ Analyze the historical, social, or cultural context of an oral message.
   - ♦ Evaluate the sufficiency and reliability of evidence presented in support of statements made in oral messages.
   - ♦ Evaluate the social and cultural appropriateness of the language used in oral messages.
   - ♦ Analyze the communicative and discourse strategies employed in oral messages.

(*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.a.)

Domain 6. Language and Communication: Reading Comprehension

Candidates demonstrate proficiency in the comprehension of written texts in the individual target language as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to read effectively and understand written texts in the target language for multiple purposes in different contexts, including a variety of text types, and to accurately comprehend ideas and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. They demonstrate the ability to comprehend and interpret a variety of texts written in the target language, including expository prose, personal essays, newspaper and magazine articles, narratives and descriptions, correspondence, Web sites, electronic messages, and realia (e.g., signs, flyers, menus). Candidates interpret written texts on a number of levels, analyzing them from multiple perspectives, synthesizing concepts and ideas, and giving detailed personal interpretations that are supported by a rich range of cultural knowledge and

understanding. Finally, they demonstrate the ability to think critically about what they read and to evaluate written texts in relation to logical and stylistic standards and social relationships, as well as the author's purposes, assumptions, and intended audience.

6.1 Literal Comprehension of Written Texts

a. Demonstrate an understanding of the main ideas and significant details of written texts. For example:
   - Demonstrate an understanding of the main idea or compose an accurate summary of a written text.
   - Recognize supporting evidence for an argument made in a passage.
   - Analyze a passage to determine a causal or temporal sequence of events.

6.2 Inferential and Interpretive Comprehension of Written Texts

a. Make deductive and inductive inferences based on information contained in written texts. For example:
   - Make inferences about purpose and audience from information provided in a passage.
   - Identify a writer's intent, assumptions, or point of view.
   - Recognize implied cause-and-effect relationships in a passage.
   - Interpret figurative language (e.g., metaphors, similes) in a passage.
   - Draw conclusions from information presented in a passage.
   - Analyze a passage to determine assumptions that are implied, but not explicitly stated, in the passage.

6.3 Critical Analysis of Written Texts

a. Apply critical reasoning skills to written texts. For example:
   - Analyze the historical, social, and cultural contexts of written texts.
   - Analyze relationships among ideas in written texts.
   - Distinguish between fact and opinion in written texts.
   - Assess the sufficiency and reliability of evidence presented in support of statements made in written texts.
   - Recognize fallacies in the logic of a writer's argument.
   - Assess the credibility, objectivity, or bias of material contained in written texts.

(*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.a.)

Domain 7. Language and Communication: Oral Expression

Candidates demonstrate proficiency in oral expression in the individual target language as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates demonstrate the ability to speak effectively in everyday situations and to react competently when asked to respond orally to a complication or an unexpected turn of events. They speak with good pronunciation and intonation and with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics and are able to narrate and describe in major time frames, providing detailed

accounts and exhibiting good control of aspect. Candidates demonstrate the ability to speak effectively in the target language for various purposes in different contexts, employing a variety of text types and accurately expressing ideas in culturally appropriate language across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they are able to deliver oral presentations on a wide range of topics, employing strategies and vocabulary tailored to the speaking situation, and present narrations and descriptions that relate relevant and supporting facts in extended and cohesive discourse.

7.1 Speaking in the Target Language for a Variety of Purposes in Authentic Contexts

a. Construct connected oral discourse that communicates a message effectively, demonstrating a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
   - Speak appropriately within the context of everyday situations (e.g., school, work, shopping).
   - Respond to a variety of unexpected situations (e.g., misplaced luggage at an airport) by explaining or describing events or by requesting assistance.
   - Formulate and defend a hypothesis in response to a given situation.
   - Narrate or describe a personal experience.
   - Deliver oral presentations on a wide variety of topics to diverse audiences.
   - Talk formally and informally about topics of current public and personal interest, demonstrating an ability to use different registers and styles of speech in appropriate contexts.
   - Discuss the advantages and disadvantages of an idea or a proposed course of action.
   - Take a position on an issue and support it with persuasive evidence.
   - Demonstrate the ability to speak effectively on abstract topics and themes.

   (*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.a.)

Domain 8. Language and Communication: Written Expression

Candidates demonstrate proficiency in written communication in the individual target language as described in the *American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers* (2002) and reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). For individual target languages, candidates may be asked to demonstrate all or some of the following knowledge and skills. Candidates write in major time frames, employ vocabulary appropriate to purpose and audience, and use a variety of different syntactic structures. When writing texts of several paragraphs in length, they demonstrate competence in the use of a variety of cohesive devices and discourse strategies. Candidates demonstrate the ability to write effectively in the target language for various purposes in different contexts, employing a variety of text types, and to accurately express ideas in culturally appropriate language and vocabulary across a range of content, including art, literature, politics, society, and current events, as well as everyday communications and interactions. Finally, they demonstrate the ability to express themselves through formal and informal writings on practical, social, and professional topics and to write about issues and events of public and personal relevance through extended written texts.

8.1 Writing in the Target Language for a Variety of Purposes in Authentic Contexts

a. Compose a well-organized passage in the target language, employing styles and levels of diction appropriate for a given audience, purpose, and occasion and demonstrating command of a wide range of vocabulary, idiomatic expressions, and linguistic structures. For example:
   - Demonstrate the ability to compose written texts in appropriate orthography and writing systems.
   - Compose personal correspondence.
   - Compose formal correspondence for a variety of purposes and audiences.
   - Write cohesive summaries of a variety of extended written texts (e.g., a newspaper article, an excerpt from a textbook).
   - Write extended narratives and detailed descriptive accounts of events.
   - Formulate and defend a hypothesis in response to a given situation.
   - Describe the reasoning behind a personal or professional decision.
   - Discuss the advantages and disadvantages of an idea or a proposed course of action.
   - Take a position on an issue and support it with persuasive evidence.
   - Demonstrate the ability to write effectively on abstract topics and themes.

   (*American Council on the Teaching of Foreign Languages (ACTFL): Program Standards for the Preparation of Foreign Language Teachers*, 1.a.)

Part 3: Implementation of Program Quality Standards for the Subject Matter Preparation of Teachers for Languages Other Than English

The 2004 Program Quality Standards for Subject Matter Preparation in Languages Other than English are part of a broad shift in the policies of the Commission on Teacher Credentialing related to the preparation of professional teachers and other educators in California colleges and universities resulting from the mandate of Senate Bill 2042. The Commission initiated this policy change to insure high quality in educator preparation and to combine flexibility with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

Review and Improvement of Subject Matter Standards

The Commission will adhere to its cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Languages Other than English* and in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, school curricula, and the backgrounds and needs of California students (K-12). Reviews of program standards will be based on the advice of subject matter teachers, professors and curriculum specialists. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

Adoption and Implementation of Standards by the Commission

Program sponsors have at least two years to transition from current to new standards of quality and effectiveness for Single Subject Matter Programs. Each sponsor is being asked to select from among seven submission deadlines during the period October 2004 through March 2006. The form for requesting a submission date is included in this section. In the absence of a timely request for a submission date, the review may take longer. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K–12 and IHE professional educators. It should be noted that each program of Single Subject Matter Preparation for the Single Subject Credentials must be submitted for review by the statewide panel. No new programs written to the old standards will be reviewed after the adoption of the new standards in June 2004.

Information about transition timelines for candidates, sunset dates for currently approved programs, and preconditions will be provided by the Commission through Coded Correspondence and additional program transition documents as it becomes available. Program sponsors should check the Commission website (www.ctc.ca.gov) frequently for updates.

Technical Assistance Meetings for Colleges and Universities

During the 2004-05 school year, the Commission will sponsor meetings to provide assistance to institutions related to their subject matter programs in languages other than English. The agenda for each workshop included:

- Explanation of the implementation plan adopted by the Commission.
- Description of the steps in program review and approval.

- Review of program standards, factors to consider preconditions and examples presented by Subject Matter Advisory Panel members and others with experience in implementing Standards of Program Quality.
- Opportunities to discuss subject-specific questions in small groups.

Information disseminated at those meetings is available upon request to those who were unable to attend.

Implementation Timeline: Impact on Candidates for Languages Other than English Credentials

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Languages Other than English who do not plan to pass the subject matter examinations adopted by the Commission should enroll in subject matter programs that fulfill the "new" standards either (1) once a new program commences at their institution, or (2) before July 1, 2006, whichever occurs first. After a new program begins at an institution, no students should enroll for the first time in an "old" program (i.e. one approved under "old" standards). Regardless of the date when new programs are implemented, no students should enter old programs after July 1, 2006. If students do enter old programs after this date, they should be informed in writing that the program will expire on June 30, 2010.

Candidates who enrolled in programs approved on the basis of 1994 standards ("old" programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2006, and (2) they complete the old programs before July 1, 2010. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

Implementation Plan Adopted by the Commission

July 1, 2004

(1) By July 1, 2006, existing ("old") programs based on current guidelines should be superseded by new programs with full approval.

(a) Once a new program receives full approval, all students not previously enrolled in the old program (i.e., all "new" students) should enroll in the new program.

(b) After July 1, 2006, no "new" students should enroll in an "old" program, even if a new program in the subject is not available at that institution.

(c) Students who enrolled in an old program prior to July 1, 2006, may continue to complete the old program until July 1, 2010.

Timeline for Implementing the Languages Other Than English Standards

May 2004	The Commission on Teacher Credentialing adopts the Standards of Program Quality and Effectiveness that are in this handbook. The Commission adopts the implementation plan outlined in this handbook. No new subject matter programs in languages other than English will be reviewed in relation to the Commission's "old" standards.
August 2004	The Commission conducts statewide technical assistance meetings for developing new subject matter programs to meet the new standards.
October 2004	The Commission selects, orients and trains a Program Review Panel in languages other than English. Qualified subject matter experts are prepared to review programs in relation to the standards beginning in 2004-06.
October 2004	Review and approval of programs under the new standards begins.
2003-05	Institutions may submit programs for review on or after October 1, 2004, after requesting and being assigned a submission date by Commission staff. Once a "new" program is approved, all students who were not previously enrolled in the "old" program (i.e., all new students) should enroll in the new program. Students may complete an old program if they enrolled in it either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2006, whichever occurs first.
July 1, 2006	"Old" programs that are based on 1994 standards must be superseded by new programs with full approval (see pages 42-43). After July 1, 2006, no new students should enroll in an old program, even if a new program in languages other than English is not yet available at the institution.
2006-10	The Commission will continue to review program proposals based on the standards and preconditions in this handbook. Institutions which submit program proposals without an assigned submission date will be reviewed at the earliest date of an opening in the submission schedule.
July 1, 2010	The final date for candidates to complete subject matter preparation programs approved under the 1994 standards. To qualify for a credential based on an "old" program, students must have completed that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1 2010, whichever occurs first.

Implementation Timeline Diagram

June 2004

Adopt standards for languages other than English and preconditions in this handbook, including the implementation plan.

July 2004 to March 2005

Disseminate the standards, timeline and implementation plan throughout the state. Hold regional technical assistance meetings to offer information, answer questions, and assist colleges and universities in developing new programs.

October 2004

Colleges and universities may begin to present program documents for review by the Commission's staff and Program Review Panels.

July 1, 2006

"Old" subject matter programs in languages other than English should be superseded by new approved programs.

July 1, 2010

Final date for candidates to qualify for Single Subject Credentials in Languages Other than English on the basis of "old" programs of subject matter preparation.

Review and Approval of Languages Other Than English Subject Matter Programs

A regionally accredited institution of post-secondary education that would like to offer (or continue to offer) a Program of Subject Matter Preparation for the Single Subject Credential in Languages Other than English may present a program proposal that responds to the standards and preconditions in this handbook. The submission of programs for review and approval is voluntary for colleges and universities. If an institution would like to offer more than one program of subject matter preparation in languages other than English, a separate proposal should be forwarded to the Commission for each language program.

The Commission is prepared to review subject matter program proposals beginning on October 1, 2004. Prior to that date, the Commission's professional staff is able to consult with institutional representatives on meeting the new standards and preparing program documents.

Selection, Composition and Training of Program Review Panels

Review panel members are selected because of their expertise in languages other than English and their knowledge of language other than English curriculum and instruction in the public schools of California. Reviewers are selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Because the process is a peer review, the Commission strongly encourages institutions seeking program approval to designate a subject matter faculty member to serve as a reviewer. Members are selected according to the Commission's adopted policies that govern the selection of panels. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels may be selected to serve on Program Review Panels.

The Commission staff conducts a training and calibration session that all reviewers must attend. Training includes:

- The purpose and function of subject matter preparation programs.
- The Commission's legal responsibilities in program review and approval.
- The role of the review panel in making program determinations.
- The role of the Commission's professional staff in assisting the panel.
- A thorough analysis and discussion of each standard.
- Alternative ways in which the standard could be met.
- An overview of review panel procedures.
- Simulated practice and calibration in reviewing programs.
- Responsive feedback for program revision.

Steps in the Review of Programs

The Commission is committed to conducting a program review process that is objective, authoritative and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with during program document development.

Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal

submission of a document. Once the status of the preconditions is established, the program document is referred to the expert review panel.

Review of Program Quality Standards. Unlike the preconditions, the standards address issues of program quality and effectiveness, so each institution's response to the standards is reviewed by a small Program Review Panel of subject matter experts. If the Program Review Panel determines that a proposed program fulfills the standards, the Commission's staff recommends the program for approval by the Commission during a public meeting no more than eight weeks after the panel's decision.

If the Program Review Panel determines that the program does not meet the standards, the document is returned to the institution with an explanation of the panel's findings. Specific reasons for the panel's decision are communicated to the institution. If the panel has substantive concerns about one or more aspects of program quality, representatives of the institution can obtain information and assistance from the Commission's staff.

The Commission would like the program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, representatives of an institution should first consult with the Commission's professional staff regarding programs that are in preparation or under review. The staff responds to all inquiries expeditiously and knowledgeably. Representatives of colleges and universities should contact members of a Program Review Panel only when they are authorized to do so by the Commission's staff. This restriction must be observed to ensure that membership on a panel is manageable for the reviewers. If an institution finds that needed information is not sufficiently available, please inform the designated staff consultant. If the problem is not corrected in a timely way, please contact the executive director of the Commission. After changes have been made in the program, the proposal may be re-submitted to the Commission's staff for reconsideration by the panel.

If the Program Review Panel determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff, which presents the *revised* program to the Commission for approval without further review by the panel.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding preconditions) or the Program Review Panel (regarding standards) may do so by submitting the appeal to the executive director of the Commission. The institution should include the following information in the appeal:

- The original program document and the stated reasons of the Commission's staff or the review panel for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The CCTC executive director may deny the appeal, or appoint an independent review panel, or present the appeal directly to the Commission for consideration.

Submission Guidelines for Single Subject Matter Program Documents

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for approval of Single Subject

Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **one printed bound paper copy** of their proposal(s) to the following address:

California Commission on Teacher Credentialing
Professional Services Division: Single Subject Matter Programs
1900 Capitol Avenue
Sacramento, CA 95814

In addition, **one electronic copy of the proposal** (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCdocument.doc).

Organization of the Program Document

Additional materials including the required Transmittal Cover Sheet are included at the end of this section. Sponsoring agencies should begin the proposal document with the Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s). The program contacts identified on the Transmittal Cover Sheet, which is included at the end of this document, will be informed electronically and by mail as changes occur. Program sponsors are strongly urged to consult the CCTC web site at www.ctc.ca.gov for updates relating to the implementation of new single subject matter standards.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- A matrix identifying which courses meet which subject matter requirements
- One to two pages of narrative response to each Standard

Responses to the standards must:

- include numbered pages,
- provide supporting evidence for each standard response organized into appendices. Evidence should be cross-referenced or electronically linked and cited in the response, and appendices *must* be tabbed and labelled for easy access by reviewers.

Responding to Standards Common To All

The Commission adopted two standards that relate to program design and structure for programs in *all* single subject disciplines.

Standard 1 Program Design

Standard 2 Program Resources and Support

An institution's program application should include a subject-specific reply to each of these two common Standards. Both of these standards require subject-specific program information in order to provide a complete picture to the reviewers.

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards. Responses should not merely reiterate the standard. They should describe how the standard will be met in the coursework content, requirements, and processes and by providing evidence from course syllabi or other course materials to support the explanation. ***Responses that do not completely address each standard will be returned for revision***.

Lines of suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Course or module outlines or the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

Packaging A Submission for Shipment to the Commission

Please do **not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use two binders if necessary.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment.

Submission Request Form
For Single Subject Matter Preparation Program
Response to Standards

_____**PROGRAM SPONSOR (Name of Institution and Department)**

Please fill out the requested information below to help us plan for providing technical assistance in a timely manner.

ContactPerson:_____Title:_____

Department:_____

Address:_____

Phone: _____Fax:_____

Email:_____

Please indicate the subject area for which you are submitting a program proposal document:
Art_____ Languages Other Than English_____

Music_____ Physical Education_____

Please indicate when you intend to submit program documents responding to the new Single Subject Matter Preparation Standards: _____

Please mail or fax to:

Commission on Teacher Credentialing
1900 Capitol Ave.
Sacramento, CA 95814
Fax (916) 324-8927

Single Subject Matter Program Sponsor - Transmittal Cover Sheet
(Page 1 of 2)

- **Sponsoring Organization:**

Name _____

- **Submission Type(s) Place a check mark in the appropriate box.**

Art Subject Matter Preparation	
Languages Other Than English Subject Matter Preparation: (Indicate which language)	
Music Subject Matter Preparation	
Physical Education Subject Matter Preparation	

- **Program Contacts:**

1. Name _____

Title_____

Address_____

_____

Phone _____Fax _____

E-mail _____

Single Subject Program Sponsor - Transmittal Cover Sheet
(Page 2 0f 2)

Name _____

Title_____

Address_____

_____

Phone _____Fax _____

E-mail_____

Chief Executive Officer *(President or Provost; Superintendent):*

Name_____

Address_____

_____

Phone _____Fax _____

E-mail_____

I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:

CEO Signature _____

Title _____

Date_____

Appendix A
Assembly Bill No. 537
(Education Code Chapter 587, Statutes of 1999)

CHAPTER 587

An act to amend Sections 200, 220, 66251, and 66270 of, to add Section 241 to, and to amend and renumber Sections 221 and 66271 of, the Education Code, relating to discrimination.

[Approved by Governor October 2, 1999. Filed
with Secretary of State October 10, 1999.]

LEGISLATIVE COUNSEL'S DIGEST

AB 537, Kuehl. Discrimination.

(1) Existing law provides that it is the policy of the State of California to afford all persons in public schools and postsecondary institutions, regardless of their sex, ethnic group identification, race, national origin, religion, or mental or physical disability, equal rights and opportunities in the educational institutions of the state.

Existing law makes it a crime for a person, whether or not acting under color of law, to willfully injure, intimidate, interfere with, oppress, or threaten any other person, by force or threat of force, in the free exercise or enjoyment of any right or privilege secured to him or her by the Constitution or laws of this state or by the Constitution or laws of the United States because of the other person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation, or because he or she perceives that the other
person has one or more of those characteristics.

This bill would also provide that it is the policy of the state to afford all persons in public school and postsecondary institutions equal rights and opportunities in the educational institutions of the state, regardless of any basis referred to in the aforementioned paragraph.

(2) Existing law prohibits a person from being subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability in any program or activity conducted by any educational institution or
postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

This bill would also prohibit a person from being subjected to discrimination on the basis of any basis referred to in paragraph (1) in any program or activity conducted by any educational institution or postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

(3) This bill would state that it does not require the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution and would prohibit this bill from being deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or a postsecondary educational institution.

To the extent that this bill would impose new duties on school districts and community college districts, it would impose a state-mandated local program.

(4) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates that do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

The people of the State of California do enact as follows:

SECTION 1. This bill shall be known, and may be cited, as the California Student Safety and Violence Prevention Act of 2000.

SEC. 2. (a) The Legislature finds and declares all of the following:

(1) Under the California Constitution, all students of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. Violence is the number one cause of death for young people in California and has become a public health problem of epidemic proportion. One of the Legislature's highest priorities must be to prevent our children from the plague of violence.

(2) The fastest growing, violent crime in California is hate crime, and it is incumbent upon us to ensure that all students attending public school in California are protected from potentially violent discrimination. Educators see how violence affects youth every day; they know first hand that youth cannot learn if they are concerned about their safety. This legislation is designed to protect the institution of learning as well as our students.

(3) Not only do we need to address the issue of school violence but also we must strive to reverse the increase in teen suicide. The number of teens who attempt suicide, as well as the number who actually kill themselves, has risen substantially in recent years. Teen suicides in the United States have doubled in number since 1960 and every year over a quarter of a million adolescents in the United States attempt suicide. Sadly, approximately 4,000 of these attempts every year are completed. Suicide is the third leading cause of death for youths 15 through 24 years of age. To combat this problem we must seriously examine these grim statistics and take immediate action to ensure all students are offered equal protection from discrimination under California law.

SEC. 3. Section 200 of the Education Code is amended to read:

200. It is the policy of the State of California to afford all persons in public schools, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts which are contrary to that policy and to provide remedies therefor.

SEC. 4. Section 220 of the Education Code is amended to read:

220. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state student financial aid.

SEC. 5. Section 221 of the Education Code is renumbered to read:

220.5. This article shall not apply to an educational institution which is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 6. Section 241 is added to the Education Code, to read:

241. Nothing in the California Student Safety and Violence Prevention Act of 2000 requires the inclusion of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution; the California Student Safety and Violence Prevention Act of 2000 shall not be deemed to be violated by the omission of any curriculum, textbook, presentation, or other material in any program or activity conducted by an educational institution or postsecondary educational institution.

SEC. 7. Section 66251 of the Education Code is amended to read:

66251. It is the policy of the State of California to afford all persons, regardless of their sex, ethnic group identification, race, national origin, religion, mental or physical disability, or regardless of any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code, equal rights and opportunities in the postsecondary institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

SEC. 8. Section 66270 of the Education Code is amended to read:

66270. No person shall be subjected to discrimination on the basis of sex, ethnic group identification, race, national origin, religion, color, or mental or physical disability, or any basis that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code in any program or activity conducted by any postsecondary educational institution that receives, or benefits from, state financial assistance or enrolls students who receive state student financial aid.

SEC. 9. Section 66271 of the Education Code is renumbered to read:

66270.5. This chapter shall not apply to an educational institution that is controlled by a religious organization if the application would not be consistent with the religious tenets of that organization.

SEC. 10. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund.