Program Standards Addressing the Preparation to Teach English Learners

Revised Standards Adopted by the Commission on Teacher Credentialing on January 31, 2013

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The full set of program standards will be available soon on the Commission’s Program Standards web page:  http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html

February 2013
Preliminary Multiple and Single Subject Teacher Preparation Program Standards

Standard 6: Pedagogy and Reflective Practice
To maximize student learning, candidates learn to create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

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

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

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

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

Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction
The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state-adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, typologies of English learners, speakers of non-standard English, non-dominant varieties of English, and advanced learners) who have varied reading levels and language backgrounds, as referenced in the Reading Instruction Competency Assessment (RICA) Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

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

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

<table>
<thead>
<tr>
<th>Instructional Planning/ Objectives/ Design</th>
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<td>Strategically select and sequence the curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</td>
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<td>Understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</td>
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| Instructional Delivery | Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:  
- word analysis  
- fluency  
- vocabulary, academic language, and background knowledge  
- reading comprehension  
- literary response and analysis Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:  
- The systematic progression of instruction and application of foundational writing strategies, applications, and conventions, and processes  
- Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation, and revision  
- Writing applications according to | Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:  
- The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing  
- Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media |   |   |

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<th><strong>Assessment</strong></th>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Listening and Speaking</strong></th>
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| Understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to use multiple monitoring measures within the three basic types of assessments (as listed below) to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards: | • orientation (e.g., engagement, teacher demonstration)  
• presentation (e.g., explicit instruction, modeling, pacing)  
• structured practice (e.g., reinforcement, questioning, feedback)  
• guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application  
• independent practice (e.g. opportunities for students to show level of mastery) | purposes, audiences, and grade-level appropriate genres (incorporating their corresponding language functions, forms, and vocabulary) (grade-level appropriate) and their characteristics  
• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization, and spelling) | communication (grade-level appropriate) |

**Universal Access/Differen-**

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including recognizing that students should be grouped for interventions

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**Note:** Only the standards with revisions are presented here
Intern Program Delivery Model:
The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Multiple Subject Reading, Writing, and Related Language Instruction.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction
The single subject teaching credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, typologies of English learners, speakers of non-standard English, non-dominant varieties of English, and advanced learners. The single subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework. For example:
  - Orientation (e.g., engagement, teacher demonstration)
  - Presentation (e.g., explicit instruction, modeling, pacing)
  - Structured practice (e.g., reinforcement, questioning, feedback)
  - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- provide use content-based literacy instruction strategies (i.e., reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that require literacy strategies and approaches (e.g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge; develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative, and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instructional needs of all students, including students with specific learning disabilities, English learners, speakers of non-standard English, non-dominant varieties of English, and advanced learners)

Note: Only the standards with revisions are presented here
Research-based content literacy instruction includes:

- **Systematic Vocabulary development** of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
  - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
  - utilize cross-linguistic resource sharing (e.g., connections to cognates from students’ home languages, use of home language for clarification)
  - learn new and important content vocabulary and review cumulatively and periodically during the school year
  - read independently (at skill level) in the content areas in order to promote vocabulary development
  - use of context clues, apposition, and word structure/analysis

- **Academic language** appropriate to the subject that allows students to read, discuss, interpret, and understand content area texts and other instructional materials documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
  - recognize a variety of content-specific text structures (language functions and forms) to allow students to read and write using a wide variety of texts (e.g., evaluating, synthesizing, and analyzing articles and books for research)
  - practice content-specific academic language with the support of oral and written scaffolding to facilitate initiating and participating in higher-level academic speaking and writing activities
  - use professional language from a variety of sources
  - initiate and participate in discussions that extend their academic language
  - engage in independent reading from a variety of sources to become familiar with a wide variety of academic vocabulary and discourse structure.

- **Reading comprehension** strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
  - read experience a variety of informational texts and reference works, including but not limited to magazines; newspapers; online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve
  - interact with the text based on teacher modeling (e.g., predicting, summarizing, clarifying, questioning)
  - respond to texts using appropriate critical thinking skills (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration in all academic areas.)
— develop critical thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
— develop comprehension skills through writing (e.g., writing reports on historical investigations), speaking (e.g., delivering multimedia presentations), and listening (e.g., identifying logical fallacies in oral arguments)
— read a variety of culturally responsive texts that support content instruction

• Writing that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
  - use effective research methodologies (e.g., computer and library searches, notetaking, outlining, summarizing)
  - use the writing process as described in the English Language Arts Content Standards and the Reading Language Arts Framework (prewriting, writing, revising, editing, and presenting)
  — develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., provide support for all statements and claims, provide support for major ideas (e.g., through the use of anecdotes, descriptions, facts, statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing))
  — apply the general strategies of organization, focus, revision, and research methodology described in the writing standards
  — establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing
  — craft writing at the depth and complexity necessary for their subject matter and grade level
  — present research via multiple pathways in their writing, orally, and through technology, in accordance with state standards
  — Effectively incorporate content-specific language, vocabulary, and structures.
  — Make linguistic choices in their writing that signal awareness of different audiences and purposes.

**Intern Program Delivery Model:**
The intern preservice component includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction.
Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

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

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

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

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

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

- Word analysis, fluency, and systematic vocabulary development, as evidenced by the use of phonological, morphological, and derivational systems of orthographic development.
- Reading comprehension, including promoting students’ ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Purposes and characteristics of the major genres of literature.
- Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that allow students to produce complex texts.

Note: Only the standards with revisions are presented here

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• Academic language development emphasizing discourse that leads to the production of complex texts.
• Incorporation of technology into language arts as a tool for conducting research
• Strategies and systematic guidance so that students select texts for reinforcement of independent reading habits.
• Opportunities for listening and speaking, including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.
• Instruction in speaking applications including grade-level genres and their characteristics.

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

**Standard 9: Equity, Diversity and Access to the Curriculum for All Children**
Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.
Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

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

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

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

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

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

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

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

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

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

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

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

Candidates learn foundations for successful English learner achievement:

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

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

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

Candidates have opportunities to learn and are provided with multiple, systematic opportunities to demonstrate knowledge and application of pedagogical theories, principles, and practices for (a) English Language Development leading to comprehensive literacy in English; and (b) for the development of academic language, comprehension and knowledge in the subjects of the curriculum, making grade-appropriate or advanced curriculum content comprehensible to English learners.
• Candidates acquire and demonstrate the ability to use initial, diagnostic, formative, and summative assessment information (including performance based assessment) to identify students’ language proficiencies and to develop effective instruction that promotes students’ access to and achievement in the academic content standards. (e.g., development of content and language objectives, flexible strategic grouping, structured oral interaction).
• Candidates learn how to differentiate instruction based upon their students’ primary language and proficiency levels in English, and considering the students’ culture, level of acculturation, and prior schooling.
- Candidates understand and demonstrate the importance of structured oral interaction in building academic English proficiency and fluency.
- Candidates learn to analyze and articulate the language and literacy demands inherent in content area instruction for English language learners (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).
- Candidates learn how to use a wide variety of strategies for including ELs in mainstream curriculum, providing scaffolding, modeling, and support while maintaining access to academic content and providing opportunities for language development.

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

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

**Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom**
Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

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

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

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

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

**Intern Program Delivery Model:**
In preservice, teacher preparation programs provide candidates with a knowledge of and ability to teach Special Populations (Students with Special Needs) in the general education classroom.
Preliminary Education Specialist Teaching Credentials
Program Standards

Program Standard 9: Preparation to Teach Reading/Language Arts
The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Candidates in Education Specialist credential programs will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners including struggling readers, students with special needs, typologies of English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners who have varied reading levels and language backgrounds. The preparation program provides each candidate with experience in a classroom where reading is taught.

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

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| comprehension  
- literary response and analysis  
2. Demonstrate knowledge of components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:  
- orientation (e.g., engagement, teacher demonstration)  
- presentation (e.g., explicit instruction, modeling, pacing)  
- structured practice (e.g., reinforcement, questioning, feedback)  
- guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) independent practice and application  
- independent practice (e.g. opportunities for students to show level of mastery) | include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision (the writing process)  
- Writing applications according to purposes, audiences, and grade level appropriate genres incorporating corresponding language functions, forms, and vocabulary (grade-level appropriate) and their characteristics  
- Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling). | speaking applications that parallel and reinforce instruction in reading and writing.  
- Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate). |

**Assessment**  
- Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007).  

Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students’ progress towards state standards.
<table>
<thead>
<tr>
<th>Universal Access/ Differ-entiated Instruction</th>
<th>Reading</th>
<th>Writing</th>
<th>Listening and Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners, including recognizing that students should be grouped for intervention according to their assessed instructional needs. For example:</td>
<td></td>
<td></td>
<td>adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.</td>
</tr>
<tr>
<td>• using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</td>
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<tr>
<td>• recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)</td>
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<tr>
<td>• using remediation strategies, accommodations, and modifications for students with special needs.</td>
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<td>• using flexible grouping, individualized instruction, and whole-class instruction as needed</td>
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<tr>
<td>• using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve, including culturally and linguistically responsive literature</td>
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<tr>
<td>• Providing additional explicit ELD for English learners at all proficiency levels</td>
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</tbody>
</table>

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

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

**Program Standard 10: Preparation to Teach English Language Learners**
*Through planned prerequisites and/or professional preparation, the preparation program ensures the following:*

*Candidates learn foundations for successful English learner achievement:*

**Note:** Only the standards with revisions are presented here
• Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, positive and negative language transfers, and how home language literacy connects to second language development.

• Candidates learn from current research and practice how cognitive, pedagogical, and individual factors affect students’ language acquisition.

• Candidates acquire skills for managing and organizing a classroom with first- and second-language learners.

• Candidates acquire skills to collaborate with specialists and paraprofessionals.

• Candidates learn and understand the importance of students’ family and cultural backgrounds, and experiences in planning instruction and supporting student learning. Candidates communicate effectively with parents and families.

Candidates understand effective program design and structures for English learners:

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

• Candidates learn how to implement an instructional program that facilitates the two goals mandated by California to acquire academic English and accelerate grade-level academic achievement, by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading, and writing skills in academic English.

• Candidates learn the purposes, goals, and content of the locally adopted instructional program for the effective teaching and support of English learners to meet the two goals of acquiring English and accelerating academic achievement.

• Candidates understand the local and school organizational structures and resources designed to meet the diverse needs of English learners (e.g. typologies, home language literacy, level of English proficiency, cultural backgrounds).

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

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

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

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

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

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

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

Candidates learn how to implement an instructional program that facilitates English language acquisition and development by effectively using materials, methods, and strategies so that students acquire listening, speaking, reading and writing skills in English in order to progress to the grade-level reading/language arts program for English speakers. Candidates have opportunities to acquire knowledge of linguistic development, first and second language acquisition, and how first language literacy connects to second language development. Candidates acquire and demonstrate the ability to use initial, formative, and summative assessment information to diagnose students’ language abilities, and to develop lessons that promote students’ access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition.
**Intern Program Delivery Model:**
The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 10: Preparation to Teach English Language Learners as well as ongoing preparation throughout the program.

**Program Standard 14: Creating Healthy Learning Environments**
Candidates learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional, cultural and social well-being. Candidates learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety. Programs provide professional development for candidates to understand and utilize universal precautions designed to protect the health and safety of the candidates themselves. Candidates acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities. Candidates understand the effects of family involvement on teaching, learning, and academic achievement, including an understanding of cultural differences in home-school relationships. Candidates understand when and how to access site-based and community resources and agencies in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language and other services.

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

**Program Standard 5: Pedagogy**
Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

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

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

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

**Program Standard 6: Universal Access: Equity for all Students**
Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.
Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

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

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

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

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

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

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

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

b) Teaching Special Populations
To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers appropriately identify factors that could affect the determination of an English Learner’s language/learning disability. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services
personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral and social needs.

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

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