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Information

Professional Services Committee

Draft Subject Matter Requirements (SMRs) for the CSET: World Language: English Language Development Examination and Draft World Language: English Language Development Subject Matter Program Standards

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

Policy Question: Should staff bring the World Language: ELD Subject Matter Requirements and Program Standards for action at the January 2012 Commission meeting?

Recommended Action: For information only

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

Draft Subject Matter Requirements (SMRs) for the CSET: World Language: English Language Development Examination and Draft World Language: English Language Development Subject Matter Program Standards

Introduction

This work grows out of policy recommendations made by the Commission's 2009 English Learner (EL) Authorizations Advisory Panel. That advisory group was convened to look at ways to improve the preparation of educators who work with English learner students and families across the state. One of the key issues the panel discussed was the quality and sufficiency of the preparation teachers receive to provide English Language Development (ELD) services to English learners in any context and at all grade levels. The panel concluded that the preparation provided to candidates in teacher preparation programs regarding teaching English learners was sufficient to support an authorization to provide Specially Designed Academic Instruction in English (SDAIE) services to English learners, but not sufficient to support an authorization to provide the full scope and sequence of ELD services. The current ELD authorization allows an individual holding the authorization to provide ELD services to English learners in any setting, self-contained, core, or departmentalized and at all grade levels. The panel concluded that there was not sufficient preparation for such authorization and recommended that an additional single subject credential within the World Language content area specifically for English Language Development be developed.

In response to the panel's recommendation, the Commission approved at its October 2010 meeting (<http://www.ctc.ca.gov/commission/agendas/2010-09/2010-09-2E.pdf>) the development of a new Single Subject World Language content area in ELD that would authorize the holder to provide departmentalized ELD instruction. This is the first time in California that there would be an identified body of content knowledge and subject matter preparation for ELD prior to teacher preparation, and this would also be the first time that California offered a single subject, World Language: ELD credential.

The 2011 English Learner Authorizations Advisory Panel was convened to implement the recommendations of the 2009 panel as adopted by the Commission. Their scope of work included the task of identifying the range of subject matter content that would need to underlie preparation for a World Language: English Language Development Single Subject Teaching Credential.

This agenda item is presented in two parts. Part I provides the draft Subject Matter Requirements (SMRs) for the new CSET: World Language: English Language Development examination and also the draft World Language: English Language Development Subject Matter Program Standards for initial review by the Commission. Part II discusses the authorization statement for the new Single Subject World Language: English Language Development credential.

Part I: Discussion of Subject Matter Requirements

Background

Concepts in Context: Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD)

Two key instructional approaches are fundamental to understanding the work of the English Learner Authorizations Advisory Panel with respect to developing the content requirements for the new Single Subject World Language: ELD credential. The first approach is Specially Designed Academic Instruction in English, or SDAIE. SDAIE refers to a teaching methodology rather than to a body of content. Within SDAIE methodology, a classroom teacher uses English in a content classroom in such a way as to make the content more accessible to a student who is not fully proficient in English. What is often not understood about SDAIE, however, is that in order to progress to a point where they will no longer need SDAIE strategies, English learners need a wide range of opportunities, supports, and instruction to develop the academic language and literacy associated with mainstream content instruction in English.

English Language Development, or ELD, represents systematic, explicit instruction designed to help English learners move along a continuum of English language proficiency, including the development of academic language and literacy. ELD standards are aligned with the English Language Arts content standards to help students attain these standards. ELD is based on a significant body of content preparation. English learners are required to receive daily ELD instruction until they are redesignated as fluent English proficient.

ELD must also be understood in context, however. There are, in effect, "two axes" to ELD. For illustrative purposes, one may be called the "vertical" axis and the other the "horizontal" axis. Departmentalized ELD may be considered as the "vertical" axis and is delivered as a separate and distinct discipline that follows a developmental scope and sequence of language skills within functional contexts. It is typically organized by level of English proficiency, and the ultimate goal of ELD is for students to develop full English language proficiency for both academic and social purposes.

In contrast to "vertical" ELD, "horizontal" ELD refers to the opportunities, support, and instruction provided within a content-area classroom for the development of English learners' English language and literacy related to that content. The term "horizontal" is used in this context to describe the use of ELD across content areas to ensure that students are developing language and literacy as they are learning the target content. In this context, ELD is continuously developed across all subject areas by the content area teachers to help students in the particular classroom access the core academic curriculum and support the development of full academic language proficiency.

Within current teacher preparation, coursework prepares beginning classroom teachers to provide content instruction using SDAIE methodology, and also to help students develop their English language proficiency with focus on the grade level content of the class (horizontal axis). In this respect, classroom teachers are authorized to provide both SDAIE and ELD within the context and content of their teaching credential. The classroom teacher has sufficient preparation in the basic teacher preparation program to provide both of these services.

The 2009 EL Advisory Panel found that neither multiple subject nor single subject teachers have sufficient preparation within the basic teacher preparation program to provide ELD as a systematic, explicit instructional program within a separate, departmentalized course structure where the purpose of the class is helping students reach full language and literacy proficiency in English. According to the Advisory Panel's findings, the extensive nature of the subject matter content preparation necessary to provide departmentalized ELD is well beyond the preparation able to be included within the one-year teacher preparation program sequence for teachers who are being prepared to teach content such as multiple subjects, mathematics, social science, science, English or other single subjects.

Therefore, the panel recommended, and the Commission accepted the recommendation, that a new Single Subject World Language: English Language Development credential be developed to meet the need for departmentalized ELD at all grade levels K-12. The Commission subsequently tasked the 2011 English Learner Authorizations Advisory panel appointed by the Executive Director to implement the recommendations of the 2009 panel. This work included the task of identifying the range of subject matter content that would need to underlie preparation for a World Language: English Language Development Single Subject Teaching Credential. To that end, the panel identified the key subject matter content necessary for providing effective ELD instruction in a departmentalized setting.

The nature and extent of this subject matter content is presented in this agenda item below as the Subject Matter Requirements for the World Language: ELD credential.

Subject Matter Competence Requirement for Candidates

Candidates for a Single Subject California teaching credential have to demonstrate subject matter competence as one of the requirements for the teaching credential. In accordance with California's No Child Left Behind (NCLB) compliance plan, California Single Subject candidates new to the profession have two routes for demonstrating subject matter competence in a NCLB core area: (1) completing a Commission-approved subject matter preparation program, or (2) passing the applicable California Subject Examinations for Teachers (CSET) subject matter examination. World Language is considered a core area under NCLB, as is English. If a school or district gives World Language or English graduation credit for a given ELD course the teacher must be highly qualified according to NCLB.

Underlying both of these routes to verify subject matter knowledge is a common set of subject matter requirements (SMRs). The SMRs define the content that is eligible to be included on the subject matter examination and that must be covered within an approved subject matter program's coursework. The English Learner Authorizations Advisory Panel has developed a set of draft Subject Matter Requirements for the content area of World Language: English Language Development.

SMRs serve multiple purposes and functions:

- Structuring test content to be clear and understandable to professionals in the field and candidates preparing for the assessment.
- Providing meaningful categories for test design and the development of test items.
- Informing the general public, legislators, and other constituencies about test content and expectations for public school teachers of departmentalized World Language: ELD.

- Supporting the use of consistent scoring criteria and procedures.
- Providing a framework for reporting test scores to candidates, preparation programs, the public, and the Commission.
- Providing a framework for subject matter preparation program standards to assure that candidates who complete the examination route to demonstrating subject matter competence and those who complete the subject matter program route have the same underlying content knowledge.

The draft Subject Matter Requirements (SMRs) for the World Language: ELD subject matter examination are presented in Appendix A and the corresponding draft Subject Matter Program Standards for candidates completing the program route to establish their subject matter competence for this credential are provided in Appendix B.

Development and Validation of the World Language: ELD Subject Matter Requirements

The industry-standard process for the development and validation of content SMRs has been implemented for the draft World Language: ELD SMRs presented in this agenda item (Appendix A). This process included:

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

In addition to the draft SMR statements, a corresponding set of World Language: ELD Subject Matter Program Standards (Appendix B) were developed. The Subject Matter Program Standards reflect the content of the SMRs in terms of what the program must provide the candidate so that the candidate develops and demonstrates the competencies expressed in the SMRs. It is important to note that the SMRs are also included with the Commission's Subject Matter Program Standards to provide explicit guidance to program sponsors as to the content required within subject matter programs to assure that candidates demonstrating subject matter competency by either of the two approved routes have comparable subject matter knowledge. Providing a matrix of the subject matter requirements showing where each of these is addressed in the program is a required component of a prospective subject matter program sponsor's response to the applicable program standards.

The draft of both the World Language: ELD SMRs (Appendix A) and the Subject Matter Program Standards (Appendix B) are being presented to the Commission for initial review in this agenda item. To conserve space, the draft SMRs are not repeated in Appendix B, but the draft SMRs will also be included in the final version of the subject matter program standards presented for adoption by the Commission at a later date.

Overview of the World Language: English Language Development SMRs

A. Content Validation of the SMRs

As indicated above, the Subject Matter Requirements, once adopted by the Commission, will serve as the basis for the CSET: World Language: ELD examination and also for the set of World Language: ELD Subject Matter Program Standards. The SMRs underwent field review and content validation during August-September 2011 with analysis of the results done in October 2011 by the Commission's testing contractor Evaluation Systems group of Pearson, Inc., to ensure that they accurately and appropriately represent the knowledge, skills and abilities needed to do the job of an entry-level departmentalized teacher of English Language Development in California's public schools.

Statewide Content Validation Survey of the CSET: ELD Draft Subject Matter Requirements

In October 2011, Evaluation Systems completed a statewide content validation survey, the purpose of which was to obtain judgments from California educators about the importance of the draft SMRs to the job of a beginning California teacher of English Language Development (ELD).

Survey instruments were developed to target two populations of California educators: secondary-level public school teachers who provide instruction to English learners and teacher educators who prepare teachers to provide instruction to K-12 English learners.

Using the *List of California Public School Districts and Schools*, published by the California Department of Education (CDE); DataQuest, an interactive, web-based information resource of the CDE; and Ed-Data Partnership reports, consisting of school/district profiles obtained from CDE information, Evaluation Systems distributed the public school teacher survey to district administrative personnel (almost 8,000 educators). Administrative personnel were asked to forward this information to all eligible instructors and encourage their educators to complete the survey. The teacher educator survey was distributed to Deans and Directors of the 96 Commission-approved programs that provide courses to candidates for the Single Subject Teaching Credential, including programs offered through the California State University system, University of California system, private institutions, and district intern programs. Bilingual coordinators and members of California Teachers of English to Speakers of Other Languages (CATESOL) were also asked to participate.

Thus, invitations to participate in the statewide survey were distributed to:

- all district and county administrators;
- all deans and/or directors of a Commission-accredited teacher preparation program for a Single Subject Teaching Credential;
- faculty of Commission-accredited teacher preparation programs for a Single Subject Teaching Credential, to the extent this contact information was made available by an institution;
- all bilingual coordinators; and
- CATESOL members, based on contact information provided by CATESOL.

Follow-up emails and numerous phone calls were made to encourage potential responders to participate in the survey. Recruitment efforts resulted in a total of 104 public school teachers and 45 teacher educators completing the survey.

The survey asked respondents to rate the importance of each of the twenty-one competencies and their related descriptive statements to the job of an entry-level, Single Subject-credentialed teacher of ELD in California public schools. Ratings were provided on a scale of 1–5, where “1” indicates “no importance” and “5” indicates “very great importance.” Respondents were also asked to rate the overall completeness of the set of SMRs on a scale of 1–5, where “1” indicates “poorly” and “5” indicates “very well.” In addition to the three specific survey questions, respondents also had the opportunity to provide open-ended feedback about the draft SMRs, particularly for any low ratings assigned.

The questions asked of respondents to the content validation survey with respect to the SMRs were:

- *How important are the knowledge, skills, or abilities described by this competency for performing the job of an entry-level Single Subject-credentialed teacher of ELD in California public schools?*
- *How well does this set of descriptive statements represent important examples of the knowledge and skills addressed by this competency?*
- *How well does the set of competencies, as a whole, represent important aspects of the knowledge and skills required for acceptably performing the job of an entry-level, Single Subject-credentialed teacher of ELD in California public schools?*

The open-ended comments and mean ratings for competencies, descriptive statements, and overall completeness provided strong support for the SMRs as drafted. None of the mean ratings for any item was less than 3.5. The largest number of comments provided expressed support.

“A lot of work is evidenced in these [SMRs]. This credential is very much needed. Thank you!”

“Kudos, this is long overdue and helping entry-level teachers to achieve this knowledge base will have a life-long impact on our ELD students.”

“I am very impressed, one can always add more, but these competencies are outstanding.”

The survey results were reviewed by the English Learner Authorization Advisory Panel at its October 2011 meeting. Based on the highly positive survey results, the Advisory Panel did not make any modifications to the SMRs presented in this agenda item.

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

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

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

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

Domain 2: Applied Linguistics

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

Domain 3: Cultural Foundations

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

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

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

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

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

The English Learner Authorizations Advisory Panel believes these SMRs and Subject Matter Program Standards reflect the most current research and thinking in the field of English Learner education, and may be the most advanced standards of their kind in the nation. The Panel appreciates the Commission’s support for advancing the teaching and learning of English

learners in California’s public schools, and herewith recommends these SMRs to the Commission for review.

Test Structure and Domain Weighting

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

- Subtest I: Knowledge of English Learners in CA and the U.S.
Applied Linguistics

- Subtest II: Cultural Foundations
Foundations of English Learner Education in CA and the U.S.

- Subtest III: Principles of ELD Instruction and Assessment

The EL Advisory Panel discussed how each of the domains should be weighted (i.e., the relative importance of each domain within the examination as a whole). Weighting provides an indication to test developers of which content should be more or lesser emphasized within a given subtest of the examination. The panel's recommended domain weighting is provided below. Development of the new CSET: World Language: ELD subject matter examination will begin upon approval by the Commission of the final ELD SMRs. The SMRs will return to the Commission at the January 2012 meeting for possible adoption. It is anticipated that the initial administration of the new CSET: World Language: ELD examination will be in Fall 2013.

Proposed Domain Weighting for CSET: World Language: ELD

Domain	Competencies Addressed	Recommended Weighting
I: Knowledge of English Learners in CA and the US	1. Historical, Demographic, and Social Contexts for English Learner Education	10%
	2. Historical and Current Educational Research Relating to English Learner Achievement in CA and the U.S.	
	3. Characteristics and Typologies of English Learners	
	4. Child and Adolescent Growth and Development	
II. Applied Linguistics	5. Nature of Language and Language Use	30%
	6. Language Development	
	7. English Language Linguistics	
	8. Nature and Role of Academic Language in Language Acquisition Across the Curriculum	
III. Cultural Foundations	9. Cultural Perspectives and Resources	15%
	10. Cultural Influences on Learning	
	11. Roles and Influence of Families and the Community in Schooling	
IV. Foundations of English	12. Historical Perspectives on English Learner Education in the U.S. and CA	20%
	13. Current Features of English Learner Education in CA	

Domain	Competencies Addressed	Recommended Weighting
Learner Education in CA and the U.S.	14. Foundations of Assessment for English Learners	
	15. Foundations of Literacy Instruction for English Learners	
	16. Foundations of English Language Development Instruction for English Learners	
V. Principles of ELD Instruction and Assessment	17. Principles of English Aural Language Instruction and Assessment for English Learners	25%
	18. Principles of English Oral Language Instruction and Assessment for English Learners	
	19. Principles of Reading Instruction and Assessment for English Learners	
	20. Principles of English Writing Instruction and Assessment for English Learners	

Part I: Next Steps

Pending Commission discussion and direction concerning the World Language: ELD SMRs and corresponding subject matter program standards staff plans to bring back the draft World Language: English Language Development SMRs and the draft World Language: English Language Development Subject Matter Program Standards for action at the January 2012 meeting, along with a proposed implementation plan.

Part II: Discussion of the Authorization Statement for the Single Subject World Language: ELD Credential

Introduction and Background

The Single Subject World Language: ELD credential is unique in that the content needed by a teacher of departmentalized ELD incorporates subject matter requirements pertinent to two separate but interrelated credential areas: World Language and English. The content related primarily to World Language addresses in depth the areas of linguistics; language acquisition; first, second, and multi-language and literacy development; experiences of English learners in the American educational system; historical and legal requirements relating to English learner instruction; principles and best practices in ELD instruction, development of students' academic content vocabulary and use of academic language across the curriculum; and home, school, and community culture, including cultural products such as literature. The content relating primarily to English addresses assisting students to meet all of the English Language/Arts standards.

In view of the close relationship between these two content areas, the EL Panel came to consensus around the idea of incorporating an authorization to teach both World Language and English within the new Single Subject World Language: ELD content area. Under this scenario, the candidate for this credential would be authorized to do all of the following: (1) teach departmentalized ELD as a World Language, (2) teach English as a departmentalized subject area; and (3) provide ELD and Specially Designed Academic Instruction in English (SDAIE) instruction in the content areas of any additional teaching credentials or authorizations held. The panel's rationale for this recommendation was expressed as follows.

a) Advanced classes in ELD are commonly offered for graduation credit and potentially for A-G college entrance requirements in both World Language and English. ELD may be offered for graduation and/or A-G credit in the World Language or the English department, depending on the particular school. ELD is not one of the federally identified core content areas that require a “highly qualified teacher” under the No Child Left Behind (NCLB) Act; however, in some cases teachers of ELD at the secondary level will need to be highly qualified for English or World Language content courses. In all cases, they must hold the appropriate credential or authorization in the content area of instruction and also be authorized by the Commission to provide departmentalized ELD. NCLB applies to all “core” academic subjects as described in federal law. A decision is made at the local level to determine if an ELD course receives English, World Language or elective credit. It is considered an NCLB core academic subject area if the students receive English or World Language credit but not if they receive ELD or elective credit.

If it is a core subject area ELD class, teachers of those subjects would need to meet highly qualified teacher (HQT) requirements according to the federal definition. If a teacher of departmentalized ELD held only a World Language: ELD authorization, that individual would not be considered HQT for a departmentalized ELD course which carried English credit. Similarly, if the teacher held only an ELD and English authorization, that individual would not be considered HQT for a departmentalized ELD course which carried World Language credit. The most appropriate solution to this dilemma in the panel’s view would be to have a Single Subject ELD credential that would authorize both English and World Language teaching, thus ensuring in-depth preparation in the content area of ELD as well as meeting HQT subject matter requirements for all levels of ELD classes taught at the secondary level whether the class carried World Language or English graduation credit.

The panel offered the following example to illustrate this issue. One of the panel members is an expert, highly regarded teacher of ELD at a high school. This teacher was initially assigned, based on the individual’s recognized expertise, to teach two higher level classes of ELD. However, when the district realized that the person held a World Language authorization and not an English authorization, the teacher was removed from those assignments and reassigned as the higher levels of ELD carried English graduation credit. The panel strongly believes that this situation should not be allowed to reoccur, that English learners should have access to the most highly qualified teachers available, and that the appropriate solution is for the World Language: ELD credential to have the dual authorization statements of English and World Language.

b) Flexibility in employment for both the employer and the credential holder. The panel felt strongly that a dual authorization would provide flexibility to the employer and to the candidate for employment purposes. In many schools and/or districts, a World Language teacher may not have sufficient classes for a full time position; similarly, a single subject ELD teacher might also not have sufficient classes for a full time position. Being able to also teach English would help both the employer and the teacher with assignment flexibility.

c) Candidates may currently earn dual credentials if they have met the subject matter requirements for both authorizations and complete an approved teacher preparation program. What the EL Panel is proposing would not set a precedent in that candidates who want to earn two initial credentials at the same time may currently do so if they meet the applicable subject matter requirements for both credentials along with all the other credentialing requirements for

an initial credential. A World Language: ELD credential that authorizes teaching departmentalized ELD content as well as the additional dual subject matter authorization of World Language and of English would provide an expedient route for these candidates.

Discussion of Issues Raised at the October 2011 Meeting

During the discussion of the panel's recommendation for a dual authorization statement, a number of issues were raised. Two of the key areas of comments and questions may be summarized as:

Issue 1: How would subject matter preparation for this credential relate to the subject matter preparation received by Single Subject English candidates? Would the credential provide sufficient or equal preparation for the English authorization as for the World Language authorization?

The EL Panel discussed at length the issue of the degree to which candidates for the Single Subject World Language: ELD credential would receive equal preparation for teaching English as candidates for the Single Subject English credential. As part of its discussions, the Panel compared the current Subject Matter Requirements for English to those proposed for the new World Language: ELD credential. There are four CSET SMR domains for English, as follows:

Domain I: Literature and Textual Analysis

Domain II: Language, Linguistics, and Literacy

Domain III: Composition and Rhetoric

Domain IV: Communications: Speech, Media, and Creative Performance

Table 1 in Appendix C provides the basic alignment of the CSET domains and subdomains of English and shows where the English content is addressed in the proposed World Language: ELD domains and subdomains. This analysis shows that virtually all of the English SMR domains and subdomains are addressed in the World Language: ELD domains and subdomains, but not in the Panel's view necessarily to a degree sufficient to support a determination of full equivalence in three of the four English domains. The Panel feels strongly that the World Language: ELD SMRs are a significantly more robust version of the Language, Linguistics, and Literacy domain (English Domain II) of the Single Subject English SMRs.

The three domains for English for which the EL Panel felt there was some but not sufficient parallel coverage within the draft CSET: World Language: ELD SMRs are:

Domain I: Literature and Textual Analysis

Domain III: Composition and Rhetoric

Domain IV: Communications: Speech, Media, and Creative Performance

On Table 2 in Appendix C, the highlighted areas show the specific English SMRs that the panel feels are not sufficiently covered within the World Language: ELD SMRs. In instances where there was any doubt in the panel's view as to whether there was sufficient equivalency, the panel took the conservative approach and identified and highlighted the particular SMR(s).

In order to address the equivalence of subject matter preparation between World Language: ELD candidates and candidates for a Single Subject English credential, the panel endorsed including within the World Language: ELD subject matter requirements *all of the content of these three domains of the Single Subject English SMRs* to assure coverage of all of the English SMRs,

both those for which the panel felt there is parallel sufficient preparation within the World Language: ELD SMRs and those which the panel felt would need additional preparation. An additional domain (Domain 6) within the World Language: ELD SMRs would incorporate the highlighted SMRs from English (Table 2) which the panel felt were not sufficiently covered in the World Language: ELD SMRs.

If the identified elements of the three domains of English as indicated above were added to the World Language: ELD subject matter requirements and to the subject matter program standards, the EL Panel believes that candidates would have the appropriate subject matter knowledge to teach English as well as ELD. With the additional domain to address the identified English SMRs, shown as Domain 6 below, the full range of the World Language: ELD SMRs would be organized as follows.

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

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

Domain 2: Applied Linguistics

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

Domain 3: Cultural Foundations

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

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

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

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

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

the Curriculum

Domain 6: Literature and Textual Analysis; Composition and Rhetoric; and Communications: Speech, Media, and Creative Performance

6.1 Literary Analysis

- a. Recognize, compare, and evaluate different literary traditions to include:
 - American (inclusive of cultural pluralism)
 - British (inclusive of cultural pluralism)
 - Mythology and oral tradition
- b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern)

6.2 Literacy Criticism

- a. Research and apply criticism of major texts and authors using print and/or electronic resources
- b. Research and apply various approaches to interpreting literature (e.g., aesthetic, historical, political, philosophical)

6.3 Analysis of Non-Literary Texts

- a. Compare various features of print and visual media (e.g., film, television, internet)

6.4 Rhetorical Features of Literary and Non-Literary Oral and Written Texts

- a. Recognize and use a variety of writing applications (e.g., short story, biographical, autobiographical, expository, persuasive, business and technical documents, historical investigation)
- b. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)
- c. Apply critical thinking strategies to evaluate methods of persuasion, including but not limited to:
 - Types of appeal (e.g., appeal to reason, emotion, morality)
 - Types of persuasive speech (e.g., propositions of fact, value, problem, policy)
 - Logical fallacies (e.g., bandwagon, red herring, glittering generalities, ad hominem)
 - Advertising techniques (e.g., Maslow's hierarchy of needs)
 - Logical argument (e.g., inductive/deductive reasoning, syllogisms, analogies)
 - Classical argument (e.g., claim, qualifiers, rules of evidence, warrant)

6.5 Research Strategies

- a. Use professional conventions and ethical standards of citation and attribution

6.6 Oral Communication Processes

- a. Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate)
- b. Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, public address)

6.7 Media Analysis and Journalistic Applications

- a. Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, internet, film)
- b. Recognize and evaluate strategies used by the media to inform, persuade, entertain, and transmit culture
- c. Identify aesthetic effects of a media presentation
- d. Demonstrate effective and creative application of these strategies and techniques to prepare presentations using a variety of media forms and visual aids

6.8 Dramatic Performance

- a. Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises)
- b. Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques, that reveal character and relationships
- c. Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set, costume, lighting, sound, props)
- d. Apply fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- e. Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, recitation)

6.9 Creative Writing

- a. Demonstrate facility in creative composition in a variety of genres (e.g., poetry, stories, plays, film)
- b. Understand and apply processes and techniques that enhance the impact of the creative writing product (e.g., workshopping; readings; recasting of genre, voice, perspective)
- c. Demonstrate skill in composing creative and aesthetically compelling responses to literature

In terms of subject matter programs, it is likely that many courses within the English subject matter preparation program would also serve candidates for the World Language: ELD credential, since this expertise lies more within the English department than in the World Language department. Given the broad nature of the proposed World Language: ELD subject matter requirements, it is highly likely that program sponsors would need to put together a program of subject matter preparation that includes coursework from a variety of departments, including but not limited to Linguistics, English, and World Language.

The panel recognizes the keen interest in this topic of stakeholders beyond those specifically represented on the panel. Thus, the information presented above and the panel's analysis of the comparison between the adopted English SMRs and the proposed World Language: ELD SMRs in the text of this agenda item and in Appendix C are provided for information purposes to allow for further discussion and input from the field regarding the equivalence of preparation for candidates to justify a dual authorization in World Language and English.

Equivalence of the Examination Route for Subject Matter Competence for English

The proposed examination structure for the CSET World Language: ELD subject matter examination, if it were to include establishing subject matter competence for English as well as

for World Language: ELD, would include a stand-alone separate fourth subtest addressing the SMRs from the three English domains as specified in the proposed Domain 6 above:

- Literature and Textual Analysis (English)
- Composition and Rhetoric (English)
- Communications: Speech, Media, and Creative Performance (English)

This subtest could be not be taken by candidates for an initial single subject English credential only, but could be taken by candidates for the initial dual authorization of World Language: ELD and English. Further examples of the potential use of this subtest are provided in the discussion of Issue 2 below.

In order to further establish the equivalence of candidate subject matter knowledge for candidates who choose the examination route rather than the program route, the examination questions for Domain 6 will be taken from the existing item banks used for the CSET: English examination. Thus, candidates for the English credential and candidates for the World Language: ELD credential (dual authorization) would respond to the same CSET: English questions.

Issue 2: Why would a candidate choose to earn an initial English credential rather than the dual-authorization World Language: ELD credential? What would be the potential effect(s) on English subject matter preparation programs?

Another issue voiced during the Commission's discussion at the October 2011 meeting was the rationale for why a candidate would choose to earn a Single Subject English credential rather than the new World Language: ELD credential since both would authorize the teaching of English as a departmentalized subject. The panel's response to that issue was the following. The new World Language: ELD credential focuses on extended preparation in the area of teaching English learners across the curriculum, from newcomer students without much prior schooling or literacy background to long-term English learners, and is most likely the credential towards which candidates who are passionate about teaching the English language and working with English learners as their primary focus would gravitate. The traditional English credential would more likely appeal to candidates who are interested in a more literature-focused approach rather than teaching English learners as their primary focus. A candidate who wanted to earn the new ELD credential rather than a Single Subject English credential would be responsible for more extended content knowledge than is required for the English credential, another factor that would likely mitigate against more candidates choosing the new ELD credential than the English credential. Some English authorized teachers may also prefer not to be assigned to teach departmentalized ELD courses, whereas the holder of the World Language: ELD credential could prefer those assignments.

Options for Commission Consideration

- The Commission could choose to approve an authorization statement for the new Single Subject World Language: ELD credential that includes an authorization to provide all of the following, as initially recommended by the EL Authorizations Advisory Panel: (1) teach departmentalized ELD as a World Language (2) teach English as a departmentalized subject area; and (3) provide ELD and Specially Designed Academic Instruction in English (SDAIE) instruction in the content areas of any additional teaching credentials or authorizations held. If the Commission adopted this authorization statement, the proposed SMRs would include the five domains that are primarily World Language-related and the

one domain that is primarily English-related, and subject matter preparation programs would need to address all of these domains and their related content in program coursework and/or fieldwork.

Within this scenario, holders of this credential would be NCLB compliant for both English and World Language, and maximum flexibility for candidates and for employers would be provided.

- The Commission could choose instead to adopt an authorization statement for the new Single Subject World Language: ELD credential that authorized only the teaching of departmentalized ELD. In this instance, the proposed SMRs would include only the five domains that are primarily World Language-related.

Within this scenario, World Language: ELD teachers would be considered HQT for departmentalized ELD classes that earn World Language credit but would not be HQT if the course earned English credit unless the teacher also earned an additional authorization in English. Holders of the World Language: ELD credential who wanted to add an English authorization under this scenario would need to pass the full four-subtest CSET: English subject matter examination or complete a full English single subject matter preparation program in addition to their World Language: ELD examination and/or subject matter program.

- If the Commission decides to limit the World Language: ELD authorization to only departmentalized ELD and not include English, the Commission could choose to adopt a CSET World Language: ELD examination structure that would facilitate a World Language: ELD candidate's earning of an initial English authorization by examination, for those candidates who choose the examination route to meeting subject matter competence. Such a system could work in a similar manner to that established to facilitate the earning of World Language and Bilingual authorizations. The examination structure would be the following:

Subtest I: Knowledge of English Learners in CA and the U.S.
Applied Linguistics

Subtest II: Cultural Foundations
Foundations of English Learner Education in CA and the U.S.

Subtest III: Principles of ELD Instruction and Assessment

Subtest IV: (English) Literature and Textual Analysis
(English) Composition and Rhetoric
(English) Communications: Speech, Media, and Creative Performance

Under this scenario, candidates would have an expedited route to earning an English authorization in addition to the World Language: ELD authorization. The following provide examples of how the expedited examinations system could work for a variety of candidates:

Example 1: Candidate wants to satisfy subject matter competency by examination for an initial WL: ELD credential. Candidate would take WL: ELD Subtests I, II, and III

Example 2: Candidate wants to satisfy subject matter competency by examination for an initial English credential. Candidate would take the regular CSET English exam Subtests I-IV

Example 3: Candidate has an World Language credential other than the WL:ELD and wants to add departmentalized ELD. Candidate takes WL: ELD subtests I, II, and III

Example 4: Candidate has an English credential, wants to add WL: ELD. Candidate takes WL: ELD Subtests I ,II, and III

Example 5: Candidate has a WL:ELD credential and wants to add English. Candidate takes WL: ELD subtest IV

For candidates who choose the subject matter program route to demonstrating subject matter competence, a similar program approach would facilitate the candidate's not having to repeat an entire subject matter preparation program for English that would duplicate much of the content covered within the World Language: ELD subject matter program.

A question that might arise is whether the reverse of this examination structure would work in terms of using a combination of the CSET: English subtests for the purpose of providing an expedited route to a dual authorization in World Language: ELD as well as English. The panel looked at this option. However, because of the structure of the English CSET, this option is not presently workable as it would result in a duplication of content coverage across the CSET: English and the CSET: World Language examinations as well as requiring the candidate to complete all four subtests of English rather than the single proposed additional subtest of the World Language: ELD examination. Below is the structure of the CSET: English examination.

Subtest I: Literature and Textual Analysis; Composition and Rhetoric (multiple choice items)

Subtest II: Language, Linguistics, and Literacy (multiple choice items)

Subtest III: Composition and Rhetoric and Literature and Textual Analysis (constructed response items)

Subtest IV: Communications: Speech, Media, and Creative Performance

Part II: Next Steps

Pending Commission discussion and direction concerning the World Language: ELD authorization scope for the Single Subject World Language: ELD credential, staff would or would not include the SMRs and program standards relating to single subject English within the SMRs and program standards brought back to the Commission for consideration and possible adoption at the January 2012 meeting.

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

World Language: English Language Development

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

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

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

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

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

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

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

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

1.2.2 Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations,

differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English Learners' academic achievement and educational attainment.

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

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

1.3 Characteristics and Typologies of English Learners

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

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

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

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

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

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

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

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

Domain 2: Applied Linguistics

2.1 The Nature of Language and Language Use

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

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

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

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

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

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

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

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

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

2.2 Language Development

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

2.2.2 Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and

retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.

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

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

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

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

2.3 English Language Linguistics

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Domain 3: Cultural Foundations

3.1 Cultural Perspectives and Resources

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

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

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

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

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

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

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

3.2 Cultural Influences on Learning

3.2.1 Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and an English Learners' home culture can affect the student's thinking, learning, and achievement.

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

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

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

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

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

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

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

3.3 Roles and Influence of Families and the Community in Schooling

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

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

- a. Providing information about classroom and school policies and practices
- b. Communicating assessment results
- c. Providing guidance regarding how families can support their children's learning and language development at home, including continued use of the home languages
- d. Assisting families in making decisions concerning their children's placement and education

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

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

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

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

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

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

4.1.3 Demonstrate understanding of the political foundations of educational programs for English Learners (e.g., views and attitudes about bilingualism, heritage language movement, English-only movement) and the impact of district and school philosophies on educational policies and practices for English Learners.

4.2 Current Features of English Learner Education in California

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

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

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

- a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
- b. Structured English Immersion (SEI)
- c. English-language mainstream programs with additional and appropriate support

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

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

4.2.5 Demonstrate understanding of the similarities and differences between ELD and SDAIE, including comparing and contrasting the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE, and how they interrelate and work together to support

and facilitate ongoing language development and achievement of core content standards for English Learners.

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

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

4.3 Foundations of Assessment for English Learners

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

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

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

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

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

4.4 Foundations of Literacy Instruction for English Learners

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

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

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

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

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

4.5 Principles of English Language Development Instruction for English Learners

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

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

- a. Thematic instruction organized around both content and language learning objectives based on ELD/ELP and content standards
- b. Integration of language domains (i.e., listening, speaking, reading, writing, and visual literacy)
- c. Scaffolded instruction (e.g., language modification without simplification of content or oversimplification of language, activation of students' prior knowledge, use of the home language when appropriate, language contextualization, use of graphic organizers, use of materials that take advantage of different modalities)
- d. Differentiated instruction (e.g., extended learning time, adjustment of the pacing of instruction, frequent comprehension checks, multiples ways to demonstrate learning)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.3 Principles of English Reading Instruction and Assessment for English Learners

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

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

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

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

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

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

5.4.3 Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.

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

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

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

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

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

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

The following selected SMRs for English Subject Matter programs would be required only if the Commission chooses the option for the dual authorization.

Domain 6: Literature and Textual Analysis; Composition and Rhetoric; and Communications: Speech, Media, and Creative Performance

6.1 Literary Analysis

6.1.1 Recognize, compare, and evaluate different literary traditions to include:

- American (inclusive of cultural pluralism)
- British (inclusive of cultural pluralism)
- Mythology and oral tradition

6.1.2 Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern).

6.2 Literacy Criticism

6.2.1 Research and apply criticism of major texts and authors using print and/or electronic resources.

6.2.2 Research and apply various approaches to interpreting literature (e.g., aesthetic, historical, political, philosophical).

6.3 Analysis of Non-Literary Texts

6.3.1 Compare various features of print and visual media (e.g., film, television, internet).

6.4 Rhetorical Features of Literary and Non-Literary Oral and Written Texts

6.4.1 Recognize and use a variety of writing applications (e.g., short story, biographical, autobiographical, expository, persuasive, business and technical documents, historical investigation).

6.4.2 Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis).

6.4.3 Apply critical thinking strategies to evaluate methods of persuasion, including but not limited to:

- Types of appeal (e.g., appeal to reason, emotion, morality)
- Types of persuasive speech (e.g., propositions of fact, value, problem, policy)
- Logical fallacies (e.g., bandwagon, red herring, glittering generalities, ad hominem)
- Advertising techniques (e.g., Maslow's hierarchy of needs)
- Logical argument (e.g., inductive/deductive reasoning, syllogisms, analogies)
- Classical argument (e.g., claim, qualifiers, rules of evidence, warrant)

6.5 Research Strategies

6.5.1 Use professional conventions and ethical standards of citation and attribution.

6.6 Oral Communication Processes

6.6.1 Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate).

6.6.2 Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, public address).

6.7 Media Analysis and Journalistic Applications

6.7.1 Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, internet, film).

6.7.2 Recognize and evaluate strategies used by the media to inform, persuade, entertain, and transmit culture.

6.7.3 Identify aesthetic effects of a media presentation.

6.7.4 Demonstrate effective and creative application of these strategies and techniques to prepare presentations using a variety of media forms and visual aids.

6.8 Dramatic Performance

6.8.1 Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises).

6.8.2 Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques, that reveal character and relationships.

6.8.3 Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set, costume, lighting, sound, props).

6.8.4 Apply fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action).

6.8.5 Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, recitation).

6.9 Creative Writing

6.9.1 Demonstrate facility in creative composition in a variety of genres (e.g., poetry, stories, plays, film).

6.9.2 Understand and apply processes and techniques that enhance the impact of the creative writing product (e.g., workshopping; readings; recasting of genre, voice, perspective).

6.9.3 Demonstrate skill in composing creative and aesthetically compelling responses to literature.

Appendix B

Draft World Language: ELD Subject Matter Program Standards

Category I: Standards Common to All Single Subject Matter Programs

Standard 1: Program Design

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

Standard 2: Program Resources and Support

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

Category II: World Language: English Language Development Program Standards

Standard 3: Program Philosophy and Purpose

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

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

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

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

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

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

Standard 5: Applied Linguistics, including English Language Linguistics

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

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

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

The program requires candidates to demonstrate knowledge of students' development of language for social and academic purposes and of how both social and academic language support and promote student learning. The program requires candidates to demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across core content areas, and to identify language forms and functions in academic texts and tasks that may pose challenges for English learners at different levels of English proficiency.

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

Standard 6: Cultural Foundations

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

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

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

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

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

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

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

Standard 8: Foundations of Assessment for English Learners

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

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

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

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

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

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

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

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

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

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

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

The program requires candidates to demonstrate knowledge of state K-12 core curriculum standards and frameworks, and how these standards and frameworks relate to the content needs of English learners at different English proficiency levels. Candidates demonstrate knowledge of

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

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

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

Note: The following selected standards from the English Subject Matter Programs would be incorporated only if the Commission chooses the option to do so.

Standard 13: Literature and Textual Analysis; Composition and Rhetoric; and Communications: Speech, Media, and Creative Performance

Prospective teachers in the program will:

- Read, study and analyze works of literature from the canon, including the literature of diversity, from a variety of literary traditions, movements and historical contexts.
- Analyze literary and non-literary texts and understand their structure, content and interpretations.
- Analyze rhetorical and structural differences between oral written language to explain relations between speaking and writing. Study and apply aspects of oral and written composing processes.
- Learn and apply advanced research strategies for academic work in English, including collection, integration and citation of data.
- Demonstrate and evaluate oral performance in a variety of forms, using appropriate delivery criteria.
- Demonstrate the ability to analyze and respond to components of communication discourse such as audience feedback, supportive listening and critical thinking.
- Learn and apply strategies used by the media to impact society and evaluate the impact.
- Specify the processes and techniques for making presentations in a variety of media forms.
- Participate in dramatic performance, such as traditional play scripts, reader's theater and oral interpretation.
- Engage in theatrical processes, which apply production techniques, such as rehearsal strategies, principles of theatrical design and textual interpretation.
- Produce creative writing in a variety of genres using processes and techniques that enhance the text.

Appendix C

Table 1: Alignment of English Content Domains with World Language and Draft ELD Content Domains

English Domain	Draft ELD Domains
I. Literature and Textual Analysis	2. Applied Linguistics 4. Foundations of English Learner Education in California and the United States 5. Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency
II. Language, Linguistics and Literacy	2. Applied Linguistics 4. Foundations of Instruction and Assessment for English Learners 5. Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency
III. Composition and Rhetoric	1. Knowledge of English Learners in California and the United States 2. Applied Linguistics 4. Foundations of English Learner Education in California and the United States 5. Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency
IV. Communications: Speech, Media, and Creative Performance	2. Applied Linguistics 4. Foundations of English Learner Education in California and the United States 5. Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency

Table 2: Alignment of English Domains/Subdomains and Descriptive Statements with Draft ELD Subdomains and Descriptive Statements

CSET: English Domains, Subdomains and Descriptive Statements	Relevant Draft ELD Subdomains and Descriptive Statements
<p>I. Literature and Textual Analysis 1.1 Literary Analysis a. Recognize, compare, and evaluate different literary traditions to include: – American (inclusive of cultural pluralism) – British (inclusive of cultural pluralism) – World literature and literature in translation (inclusive of cross-cultural literature) – Mythology and oral tradition b. Trace development of major literary movements in historical periods (e.g., Homeric Greece, medieval, neoclassic, romantic, modern) c. Describe the salient features of adolescent/Young Adult literature d. Analyze and interpret major works by representative writers in historical, aesthetic, political, and philosophical contexts</p>	<p>Domain 2: Applied Linguistics 2.4.3 Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example: a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers)</p> <p>Domain 4: Foundations of English Learner Education in California and the United States 4.4.3 Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts). 4.4.4 a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) e. Selecting appropriate reading materials (e.g., leveled texts) f. Linking structures, forms, and functions</p> <p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency 5.3.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). 5.3.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ reading development in English.</p>

CSET: English Domains, Subdomains and Descriptive Statements	Relevant Draft ELD Subdomains and Descriptive Statements
<p>1.2 Literary Elements</p> <ul style="list-style-type: none"> a. Distinguish salient features of genres (e.g., short stories, non-fiction, drama, poetry, novel) b. Define and analyze basic elements of literature (e.g., plot, setting, character, point of view, theme, narrative structure, figurative language, tone, diction, style) c. Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue) d. Develop critical thinking and analytic skill through close reading of texts 	<p>Domain 2: Applied Linguistics</p> <p>2.1.4 Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience.</p> <p>2.4.3 Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:</p> <ul style="list-style-type: none"> a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers) <p>2.1.5 Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).</p> <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4.3 Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts).</p> <p>4.4.4</p> <ul style="list-style-type: none"> a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) d. Selecting appropriate reading materials (e.g., leveled texts) f. Linking structures, forms, and functions
<p>1.3 Literary Criticism</p> <ul style="list-style-type: none"> c. Research and apply criticism of major texts and authors using print and/or electronic resources d. Research and apply various approaches to 	

CSET: English Domains, Subdomains and Descriptive Statements	Relevant Draft ELD Subdomains and Descriptive Statements
interpreting literature (e.g., aesthetic, historical, political, philosophical)	
<p>1.4 Analysis of Non-Literary Texts</p> <p>b. Compare various features of print and visual media (e.g., film, television, internet)</p> <p>c. Evaluate structure and content of a variety of consumer, workplace, and public documents</p> <p>d. Interpret individual works in their cultural, social, and political contexts</p>	<p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4.3 Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts).</p> <p>4.4.4 a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading)</p> <p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.3.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners' reading development in English.</p>
<p>II. Language, Linguistics and Literacy</p> <p>2.1 Human Language Structures</p> <p>a. Recognize the nature of human language, differences among languages, the universality of linguistic structures, and change across time, locale, and communities</p> <p>b. Demonstrate knowledge of word analysis, including sound patterns (phonology) and inflection, derivation, compounding, roots and affixes (morphology)</p> <p>c. Demonstrate knowledge of sentence structures (syntax), word and sentence meanings</p>	<p>Domain 2: Applied Linguistics</p> <p>2.1.1 Demonstrate knowledge of the components of language structure (i.e., phonology, morphology, syntax, semantics) and how they are interrelated.</p> <p>2.1.2 Demonstrate knowledge of the development of languages (e.g., the classification of languages into families and branches) and the nature of language change over time (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic).</p> <p>2.1.3 Demonstrate knowledge of similarities and differences in the linguistic structure of different languages and principles of cross-linguistic influence and resource sharing to analyze and contrast linguistic structures of English and other languages.</p> <p>2.1.6 Demonstrate an understanding of direct and indirect speech acts (e.g.,</p>

CSET: English Domains, Subdomains and Descriptive Statements	Relevant Draft ELD Subdomains and Descriptive Statements
<p>(semantics), and language function in communicative context (pragmatics)</p> <p>d. Use appropriate print and electronic sources to research etymologies; recognize conventions of English orthography and changes in word meaning and pronunciation</p>	<p>commands, questions, requests, complaints).</p> <p>2.1.7 Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker's age, gender, culture, level of education, social class, occupation, geographic background).</p> <p>2.1.9 Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift).</p>
<p>2.2 Acquisition and Development of Language and Literacy</p> <p>a. Explain the influences of cognitive, affective, and sociocultural factors on language acquisition and development</p> <p>b. Explain the influence of a first language on second language development</p> <p>c. Describe methods and techniques for developing academic literacy (e.g., tapping prior knowledge through semantic mapping, word analogies, cohesion analysis)</p>	<p>Domain 2: Applied Linguistics</p> <p>2.1.7 Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker's age, gender, culture, level of education, social class, occupation, geographic background).</p> <p>2.1.8 Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals' geographic, class, and ethnic/racial backgrounds, communities, and identities.</p> <p>2.2.1 Demonstrate understanding of current research-based theories and models of language acquisition, including similarities and differences in language acquisition (e.g., first-language acquisition, second-language acquisition, sequential bilingual development, simultaneous bilingual development, multilingual development) in various contexts.</p> <p>2.2.2 Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.</p> <p>2.2.3 Demonstrate knowledge of processes and sequences in the acquisition of a</p>

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	<p>new language (e.g., productive/expressive skills vs. receptive skills, interdependence of language and content and of language domains [i.e., reading, writing, speaking, listening, and visual literacy]), including characteristic features of developmental stages of English language acquisition.</p> <p>2.2.4 Demonstrate knowledge of physical, cognitive, and affective factors that can influence English Learners’ acquisition of English (e.g., age, learning styles, motivation, personality, language identity).</p> <p>2.2.5 Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification).</p> <p>2.2.6 Demonstrate knowledge of the role of the L1 in the acquisition of a new language (e.g., positive and negative transfer) and the importance of building on English Learners’ L1 skills as foundation for learning English (e.g., nature and value of cognates, role of L1 literacy skills, use of L1 in facilitating comprehensible input).</p> <p>2.4.1 Demonstrate knowledge of students’ development of language for social and academic purposes and how both social and academic language support and promote student learning.</p> <p>2.4.2 Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).</p> <p>2.4.3 Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:</p> <ul style="list-style-type: none"> a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers) b. History/Social Science (e.g., abstract language, complex sentence structure of historical documents)

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	<ul style="list-style-type: none"> c. Science (e.g., technical vocabulary, academic text structures such as cause/effect, compare-contrast, sequence) d. Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems) e. Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing) f. Career Technical Education (e.g., industry-specific registers and genres, technological applications) <p>2.4.4 Demonstrate the ability to analyze language forms and functions in academic texts and tasks, and identify those forms and functions that may pose challenges for English Learners at different levels of English language proficiency.</p>
<p>2.3 Literacy Studies</p> <ul style="list-style-type: none"> a. Recognize the written and oral conventions of Standard English, and analyze the social implications of mastering them b. Describe and explain cognitive elements of reading and writing processes (e.g., decoding and encoding, construction of meaning, recognizing and using text conventions of different genres) c. Explain metacognitive strategies for making sense of text (e.g., pre-reading activities, predicting, questioning, word analysis, concept formation) 	<p>Domain 2: Applied Linguistics</p> <p>2.1.5 Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).</p> <p>2.1.7 Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker’s age, gender, culture, level of education, social class, occupation, geographic background).</p> <p>2.1.8 Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals’ geographic, class, and ethnic/racial backgrounds, communities, and identities.</p> <p>2.1.9 Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift).</p> <p>2.2.5 Demonstrate knowledge of cognitive processes involved in synthesizing and</p>

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	<p>internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification).</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners’ assets and needs related to sociolinguistics and pragmatics, including:</p> <ol style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker's or writer’s choice of pragmatic features (e.g.,cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English) <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4.4 Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English Learners, including adolescents. For example:</p> <ol style="list-style-type: none"> a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) b. Integrating oral and written language activities c. Developing students oral language proficiency d. Selecting appropriate reading materials (e.g., leveled texts) e. Providing explicit instruction in phonemic awareness, phonics and word recognition skills, reading fluency (e.g., repeated oral reading practice),

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	<p>vocabulary (e.g., tiered vocabulary, word meanings, word learning strategies, rich and varied oral language experiences, word consciousness), and reading comprehension skills and strategies</p> <p>f. Linking structures, forms, and functions</p> <p>4.5.5 Demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials for ELD instruction and how these materials relate to state ELD/ELP and English language arts standards.</p> <p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.2 Principles of English Oral Language Instruction and Assessment for English Learners</p> <p>5.2.1 Demonstrate understanding of the role and importance of oral language development for English Learners across the curriculum.</p> <p>5.2.2 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.2.3 Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English Learners’ oral language development.</p> <p>5.2.4 Demonstrate knowledge of types of assessments commonly used to assess English Learners’ oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping).</p> <p>5.3 Principles of English Reading Instruction and Assessment for English Learners</p> <p>5.3.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for reading and how these standards and</p>

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	<p>frameworks relate to the reading (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.3.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ reading development in English.</p> <p>5.3.3 Demonstrate knowledge of types of assessments commonly used to assess English Learners’ reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).</p> <p>5.4.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.4.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ writing development in English.</p> <p>5.4.3 Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.</p> <p>5.4.4 Demonstrate knowledge of types of assessments commonly used to assess English Learners’ writing development (e.g., state English language proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).</p>
<p>2.4 Grammatical Structures of English</p> <p>a. Identify methods of sentence construction (e.g., sentence combining with coordinators and subordinators; sentence embedding and expanding with clausal and phrasal modifiers)</p>	<p>Domain 2. Applied Linguistics</p> <p>2.3 English Language Linguistics</p> <p>2.3.1 Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English Learners’ assets and needs related to phonology.</p>

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<p>b. Analyze parts of speech and their distinctive structures and functions (e.g., noun phrases including count and noncount nouns and the determiner system; prepositions, adjectives, and adverbs; word transformations)</p> <p>c. Describe the forms and functions of the English verb system (e.g., modals, verb complements, verbal phrases)</p>	<p>2.3.2 Demonstrate understanding of English orthography (e.g., alphabets, sound symbol correspondence, spelling conventions) and strategies for identifying English Learners’ assets and needs related to orthography.</p> <p>2.3.3 Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English Learners’ assets and needs related to morphology and vocabulary.</p> <p>2.3.4 Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English Learners’ assets and needs related to syntax and grammar.</p> <p>2.3.5 Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English Learners’ assets and needs related to semantics and vocabulary.</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners’ assets and needs related to sociolinguistics and pragmatics, including:</p> <ul style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker’s or writer’s choice of pragmatic features (e.g. cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English) <p>2.3.7 Demonstrate the ability to identify and analyze English Learners’ phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.</p>
<p>III. Composition and Rhetoric 3.1 Written Composing Processes</p>	<p>Domain 2: Applied Linguistics 2.1.5 Demonstrate knowledge of principles of discourse analysis, including</p>

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<ul style="list-style-type: none"> a. Reflect on and describe their own writing processes b. Investigate and apply alternative methods of prewriting, drafting, responding, revising, editing, and evaluating c. Employ such strategies as graphic organizers, outlines, notes, charts, summaries, or précis to clarify and record meaning d. Integrate a variety of software applications (e.g., databases, graphics, spreadsheets) to produce print documents and multi-media presentations 	<p>analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).</p> <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4.4 Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English Learners, including adolescents. For example:</p> <ul style="list-style-type: none"> a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) b. Integrating oral and written language activities <p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners</p> <p>5.4.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.4.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners' writing development in English.</p> <p>5.4.3 Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written</p>

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	<p>language errors when appropriate.</p> <p>5.4.4 Demonstrate knowledge of types of assessments commonly used to assess English Learners' writing development (e.g., state English language proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).</p>
<p>3.2 Rhetorical Features of Literary and Non-Literary Oral and Written Texts</p> <p>d. Recognize and use a variety of writing applications (e.g., short story, biographical, autobiographical, expository, persuasive, business and technical documents, historical investigation)</p> <p>e. Demonstrate awareness of audience, purpose, and context</p> <p>f. Recognize and use various text structures (e.g., narrative and non-narrative organizational patterns)</p> <p>g. Apply a variety of methods to develop ideas within an essay (e.g., analogy, cause and effect, compare and contrast, definition, illustration, description, hypothesis)</p> <p>h. Apply critical thinking strategies to evaluate methods of persuasion, including but not limited to:</p> <ul style="list-style-type: none"> - Types of appeal (e.g., appeal to reason, emotion, morality) - Types of persuasive speech (e.g., propositions of fact, value, problem, policy) - Logical fallacies (e.g., bandwagon, red herring, glittering generalities, ad hominem) - Advertising techniques (e.g., Maslow's hierarchy of needs) 	<p>Domain 2: Applied Linguistics</p> <p>2.1.4 Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience.</p> <p>2.1.5 Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features).</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners' assets and needs related to sociolinguistics and pragmatics, including:</p> <ul style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English) <p>2.4.2 Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).</p> <p>2.4.3 Demonstrate knowledge of discipline-specific and interdisciplinary features</p>

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<ul style="list-style-type: none"> - Logical argument (e.g., inductive/deductive reasoning, syllogisms, analogies) - Classical argument (e.g., claim, qualifiers, rules of evidence, warrant) 	<p>of academic English used within and across various content areas. For example:</p> <ul style="list-style-type: none"> a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers) b. History/Social Science (e.g., abstract language, complex sentence structure of historical documents) c. Science (e.g., technical vocabulary, academic text structures such as cause/effect, compare-contrast, sequence) d. Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems) e. Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing) f. Career Technical Education (e.g., industry-specific registers and genres, technological applications) <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.4.4 Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English Learners, including adolescents. For example:</p> <ul style="list-style-type: none"> a. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) b. Integrating oral and written language activities c. Developing students oral language proficiency d. Selecting appropriate reading materials (e.g., leveled texts) e. Providing explicit instruction in phonemic awareness, phonics and word recognition skills, reading fluency (e.g., repeated oral reading practice), vocabulary (e.g., tiered vocabulary, word meanings, word learning strategies, rich and varied oral language experiences, word consciousness), and reading comprehension skills and strategies

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	<p>f. Linking structures, forms, and functions</p> <p>4.5.6 Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English Learners.</p> <p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.3 Principles of English Reading Instruction and Assessment for English Learners</p> <p>5.3.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.3.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ reading development in English.</p> <p>5.3.3 Demonstrate knowledge of types of assessments commonly used to assess English Learners’ reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).</p> <p>5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners</p> <p>5.4.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p>

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	<p>5.4.2 Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ writing development in English.</p> <p>5.4.3 Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate.</p>
<p>3.3 Rhetorical Effects of Grammatical Elements</p> <ul style="list-style-type: none"> a. Employ precise and extensive vocabulary and effective diction to control voice, style, and tone b. Use clause joining techniques (e.g., coordinators, subordinators, punctuation) to express logical connections between ideas c. Identify and use clausal and phrasal modifiers to control flow, pace, and emphasis (e.g., adjective clauses, appositives, participles and verbal phrases, absolutes) d. Identify and use devices to control focus in sentence and paragraph (e.g., active and passive voice, expletives, concrete subjects, transitional phrases) e. e. Maintain coherence through use of cohesive devices 	<p>Domain 2: Applied Linguistics</p> <p>2.3.1 Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English Learners’ assets and needs related to phonology.</p> <p>2.3.2 Demonstrate understanding of English orthography (e.g., alphabets, sound symbol correspondence, spelling conventions) and strategies for identifying English Learners’ assets and needs related to orthography.</p> <p>2.3.3 Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English Learners’ assets and needs related to morphology and vocabulary.</p> <p>2.3.4 Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English Learners’ assets and needs related to syntax and grammar.</p> <p>2.3.5 Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English Learners’ assets and needs related to semantics and vocabulary.</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners’ assets and needs related to sociolinguistics and pragmatics, including:</p> <ul style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning

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	<p>b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence)</p> <p>c. Factors that affect a speaker’s or writer’s choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter)</p> <p>d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English)</p> <p>2.3.7 Demonstrate the ability to identify and analyze English Learners’ phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.</p>
<p>3.4 Conventions of Oral and Written Language</p> <p>a. Apply knowledge of linguistic structure to identify and use the conventions of Standard Edited English</p> <p>b. Recognize, understand, and use a range of conventions in both spoken and written English, including:</p> <ul style="list-style-type: none"> – Conventions of effective sentence structure (e.g., clear pronoun reference, parallel structure, appropriate verb tense) – Preferred usage (e.g., verb/subject agreement, pronoun agreement, idioms) – Conventions of pronunciation and intonation – Conventional forms of spelling – Capitalization and punctuation 	<p>Domain 2: Applied Linguistics</p> <p>2.3.1 Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English Learners’ assets and needs related to phonology.</p> <p>2.3.2 Demonstrate understanding of English orthography (e.g., alphabets, sound symbol correspondence, spelling conventions) and strategies for identifying English Learners’ assets and needs related to orthography.</p> <p>2.3.3 Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English Learners’ assets and needs related to morphology and vocabulary.</p> <p>2.3.4 Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English Learners’ assets and needs related to syntax and grammar.</p> <p>2.3.5 Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English Learners’ assets and needs related to semantics and vocabulary.</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners’ assets and needs related to sociolinguistics and pragmatics, including:</p>

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	<ul style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker’s or writer’s choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English) <p>2.3.7 Demonstrate the ability to identify and analyze English Learners' phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency.</p>
<p>3.5 Research Strategies</p> <ul style="list-style-type: none"> b. Develop and apply research questions c. Demonstrate methods of inquiry and investigation d. Identify and use multiple resources (e.g., oral, print, electronic; primary and secondary), and critically evaluate the quality of the sources e. Interpret and apply findings f. Use professional conventions and ethical standards of citation and attribution g. Demonstrate effective presentation methods, including multi-media formats 	<p>Domain 1: Knowledge of English Learners in California and the United States</p> <p>1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States</p> <p>1.2.1 Demonstrate understanding of research on and data trends in the academic achievement and educational attainment levels of different typologies of English Learners in California and the United States (e.g., redesignation/reclassification rates, English language proficiency, state/national content assessments, postsecondary eligibility, graduation rates), implications of these data on the equitable education of English Learners (e.g., access to core curriculum, achievement gap, dropout and expulsion rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education/gifted education placement, teacher quality and retention, funding and resources) and the importance of advocating for access and equity in learning.</p> <p>1.2.2 Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English Learners’ academic achievement and</p>

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	<p>educational attainment.</p> <p>1.2.3 Demonstrate knowledge of research on factors in the school environment (e.g., teacher quality and preparedness, attitudes toward English Learner program and students) that influence English Learners' academic achievement and educational attainment.</p> <p>1.2.4 Demonstrate the ability to use appropriate technological resources to identify and access research and data on English Learners' educational status, academic outcomes, and related factors that influence student achievement.</p> <p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.5.6 Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English Learners.</p>
<p>IV. Communications: Speech, Media, and Creative Performance</p> <p>4.1 Oral Communication Processes</p> <p>c. Identify features of, and deliver oral performance in, a variety of forms (e.g., impromptu, extemporaneous, persuasive, expository, interpretive, debate)</p> <p>d. Demonstrate and evaluate individual performance skills (e.g., diction, enunciation, vocal rate, range, pitch, volume, body language, eye contact, response to audience)</p> <p>e. Articulate principles of speaker/audience interrelationship (e.g., interpersonal communication, group dynamics, public</p>	<p>Domain 2: Applied Linguistics</p> <p>2.3.6 Demonstrate understanding of English sociolinguistics and pragmatics and strategies for identifying English Learners' assets and needs related to sociolinguistics and pragmatics, including:</p> <ol style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English)

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<p>address)</p> <p>f. Identify and demonstrate collaborative communication skills in a variety of roles (e.g., listening supportively, facilitating, synthesizing, stimulating higher level critical thinking through inquiry)</p>	<p>Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency</p> <p>5.1 Principles of English Aural Language Instruction and Assessment for English Learners</p> <p>5.1.1 Demonstrate understanding of the role and importance of aural language development for English Learners across the curriculum.</p> <p>5.1.2 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the aural language (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.1.3 Demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, for promoting English Learners’ aural language development.</p> <p>5.1.4 Demonstrate knowledge of types of assessments commonly used to assess English Learners' aural language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews).</p> <p>5.2 Principles of English Oral Language Instruction and Assessment for English Learners</p> <p>5.2.1 Demonstrate understanding of the role and importance of oral language development for English Learners across the curriculum.</p> <p>5.2.2 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <p>5.2.3 Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English Learners’ oral language development.</p> <p>5.2.4 Demonstrate knowledge of types of assessments commonly used to assess</p>

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	English Learners' oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping).
<p>4.2 Media Analysis and Journalistic Applications</p> <p>e. Analyze the impact on society of a variety of media forms (e.g., television, advertising, radio, internet, film)</p> <p>f. Recognize and evaluate strategies used by the media to inform, persuade, entertain, and transmit culture</p> <p>g. Identify aesthetic effects of a media presentation</p> <p>h. Demonstrate effective and creative application of these strategies and techniques to prepare presentations using a variety of media forms and visual aids</p>	<p>Domain 4: Foundations of English Learner Education in California and the United States</p> <p>4.5.6 Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English Learners.</p>
<p>4.3 Dramatic Performance</p> <p>f. Describe and use a range of rehearsal strategies to effectively mount a production (e.g., teambuilding, scheduling, organizing resources, setting priorities, memorization techniques, improvisation, physical and vocal exercises)</p> <p>g. Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques, that reveal character and relationships</p> <p>h. Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set, costume, lighting, sound, props)</p> <p>i. Apply fundamentals of stage directing,</p>	

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<p>including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)</p> <p>j. Demonstrate facility in a variety of oral performance traditions (e.g., storytelling, epic poetry, recitation)</p>	
<p>4.4 Creative Writing</p> <p>d. Demonstrate facility in creative composition in a variety of genres (e.g., poetry, stories, plays, film)</p> <p>e. Understand and apply processes and techniques that enhance the impact of the creative writing product (e.g., workshopping; readings; recasting of genre, voice, perspective)</p> <p>f. Demonstrate skill in composing creative and aesthetically compelling responses to literature</p>	