# MATRIX COMPARING STANDARDS AND ESSENTIAL QUESTIONS FROM CTEL HANDBOOK

\*Note: Although tempting to write a response to each Essential Question, it is the response to the standard that readers will be looking for. It is better to use the Essential Questions as guides in formulating programs, but respond to each sentence of the standard and provide evidence of each claim. This will help readers as they search for information on whether a standard is met or not. For more information on the use of Essential Questions and Standards, refer to the CTEL Handbook, page 7 which can be found at:

<http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.doc>

There are times when there are no Essential Questions that correspond to the standard. If a program writes only to the Essential Questions, elements of the standard will be missed.

## Standard 1: Program Philosophy, Design, and Coordination

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| 1--The design of the program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. |  |
| 2--The program philosophy articulates a clear understanding of the instructional needs of English learners. | 1.1 How does the program design and statement of philosophy show a clear and in-depth understanding of and commitment to linguistically and culturally responsive instructional needs of English learners? |
| 3--The sponsoring institution shows a high priority to the program, providing appropriate supports the program and a demonstrated commitment to teacher training and to English learner education. | 1.2 How does the sponsoring institution specify the roles, responsibilities and time commitment of one or more qualified program leaders responsible for the overall direction of the program? Are the roles and responsibilities appropriate to the scope of the program? How does the program show that members of the leadership team have in-depth, up-to-date knowledge necessary to be able to implement a certificate program for teacher certification for the teaching of English Learners? |
| 4--The program has a site leadership team whose members are qualified in the areas of teacher training and English Learner instruction. | 1.2 How does the program show that members of the leadership team have in-depth, up-to-date knowledge necessary to be able to implement a certificate program for teacher certification for the teaching of English Learners? |
| 5--The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers of English Learners at the local *and* state level. | 1.3 How does the program design respond to local contexts, including state education policies and goals for the teaching of English Learners and the inclusion of parent and community voice? |
| 6--This on-going coordination between the CTEL program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of English learners. | 1.4 How does the program design include formal linkages established across the learning-to-teach continuum? Is formal communication established and maintained between preliminary teacher preparation programs and this program? |
| 7--The curriculum is designed around the Knowledge, Skills, and Abilities for California Teachers of English Learners (CTEL), and provides candidates with a depth of knowledge regarding current research-based theories and research in the specialized instruction of English language development (ELD). | 1.5 How does the program provide a variety of learning experiences that model effective and equitable curriculum practices, instructional strategies, and assessment techniques for English Learners, including those described in the K–12 English Language Development Standards? |
| 8--The program shows candidates how to help English learners to access grade level content instruction and how to provide benchmarks of English learners’ progress towards California’s Reading and Language Arts Framework (2006). | 1.6 How does the program provide candidates with in-depth knowledge about the relationship between the English Language Development Standards (1999) and the California Reading-Language Arts Framework (2006)? How are candidates required to demonstrate this connection in the design and implementation of curricula and assessments for English learners? |

## Standard 2: Equity and Diversity

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| 1--The program provides all teacher candidates adequate opportunities to learn and apply instructional and curricular practices that ensure equal access to the core curriculum and to meet the state-adopted academic content standards and performance levels for all students. | 2.5 How does the program develop each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students?  2.6 How does the program incorporate classroom practices and instructional materials that provide teacher candidates from all backgrounds equal access to the content of the program?  2.7 How does the program provide teacher candidates adequate opportunities to examine equity and diversity issues in the assessment of English Learners and the ways to address these issues? |
| 2--The institution addresses the requirements of Sections 200 and 201 (Statutes of 1999, Chapter 587) in its program curriculum and examines cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality. | 2.1 How does the program curriculum address the requirements of Education Code Sections 200 and 201 (Statutes of 1999, Chapter 587) and examine cultural similarities and differences that include, but are not limited to, those of gender, race, ethnicity, socioeconomic status, religion, sexual orientation, and exceptionality? |
| 3--Included in the program are critical understandings, knowledge and appreciation of the perspectives and contributions of diverse groups within the area of research-based English Learner instruction theories and methodologies. | 2.2 How does the program’s curriculum reflect the perspectives and contributions of linguistically and culturally diverse groups in the study of English Learner education?  2.3 How does the program prepare candidates to effectively teach diverse students and increase their knowledge and understanding of the background experiences, languages, skills, and abilities of these student populations? What components of the program teach candidates to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students?  2.4 How does the program design include study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom? |
| 4--The institution also addresses equity and diversity in its hiring practices and in its recruitment of candidates for the program. |  |

## Standard 3: Evaluation and Assessment of Candidates

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| 1--The certificate program creates clear guidelines by which the candidate will be assessed. | 3.5 Do program leader(s) and professional development providers regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements?  3.6 How does the sponsoring institution determine, establish, and implement a standard of minimum scholarship (such as overall GPA, minimum course grade, or other assessments) of program completion as requirements for program completion and certification? |
| 2--The program demonstrates a careful and systematic documentation of candidate performance to determine whether he or she has fulfilled the *Competency Standards of Quality and Effectiveness for CLAD Certification.* | 3.4 Is there an end-of program summative assessment for certification with a defined process that is clearly stated and outlined for the candidates; and incorporates multiple measures for evaluation of the candidate’s mastery of the *Competency Standards*? |
| 3--The program uses multiple measures from formative and summative assessments that are consistent with the scope and content of the *Competency Standards*. | 3.1 Do assessments within the certificate program include multiple measures that include oral and written examinations as well as performance-based assessments such as presentations, research projects portfolios, lesson-planning activities, and interviews?  3.2 Is the scope and content of each assessment congruent with the specifications for the Knowledge, Skills, and Abilities indicated in the *Competency Standards* for the certificate?  3.3 Are formative assessment measures and procedures used to provide candidates with timely and constructive feedback on the teacher’s skills and knowledge pertaining to the teaching of English Learners? |

## Standard 4: Language Structure and Use

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| 1--The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. | 4.1 How does coursework provide candidates with knowledge regarding **phonology and morphology** and how these features of English can be considered in the development of strategies, including work analysis for promoting relevant aspects of English learners’ language development? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test 1, Domain 1, Competency 001?  4.2 How does the certificate coursework provide candidates with knowledge regarding **syntax and semantics**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 002?  4.3 How does the coursework provide candidates with knowledge regarding language functions and variation and how to apply this knowledge to promote English learners’ literacy and communicative competence? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 003? |
| 2--The coursework requires candidates to analyze how language forms and structures (e.g., phonology and morphology, syntax and semantics) can affect English learners’ comprehension and production of aural and written language forms, and to apply this knowledge to identify effective strategies to promote English learners’ literacy and communicative competence. |  |
| 3--The coursework teaches candidates about language functions and variation (e.g., social functions, dialectical variations), and about discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement. | 4.5 How does the coursework provide candidates with knowledge regarding **discourse**? What materials, methods and assignments does the program use to have candidates learn and apply strategies to help English learners’ discourse competence (e.g., ability to engage in oral and written discourse that is fluent, coherent, and cohesive)? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 004?  4.6 How does the coursework provide candidates with knowledge regarding **language pragmatics** and to apply this knowledge to evaluate and promote English learners’ communicative competence? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 005?  4.7 How does the program require candidates to recognize examples of positive cross-linguistic transfer of linguistic forms and structures that help English learners and instances of cross-linguistic transfer that might create challenges for English learners? How does the program require candidates to use this knowledge in planning and implementing curricula for English learners? |
| 4--The program also prepares candidates to identify and address areas in which to build positive transfers from the first language to the second and specific linguistic and sociolinguistic challenges English Learners may experience in developing social and academic English. | 4.4 In what ways does the program provide candidates with strategies on how to create an instructional environment that respects English learners’ home language and variety of English while promoting communicative competence in social and academic standard English? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 1, Competency 003?  4.7 How does the program require candidates to recognize examples of positive cross-linguistic transfer of linguistic forms and structures that help English learners and instances of cross-linguistic transfer that might create challenges for English learners? How does the program require candidates to use this knowledge in planning and implementing curricula for English learners? |

## Standard 5: First- and Second-Language Development and Their Relationship to Academic Achievement

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| 1--The program enables candidates to analyze current research-based theories, processes, and stages of language acquisition, including the cognitive processes involved in language acquisition and the difference between first- and second-language acquisitions. | 5.1 How does the coursework provide candidates with knowledge of research-based **theories, processes, and stages of language acquisition**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 2, Competency 006? |
| 2--The coursework provides candidates with a broad and deep understanding of these theories, models, and processes of second language acquisition, and requires candidates to demonstrate their application to instructional planning and practices for teaching literacy to English learners.. | 5.2 In what ways does the coursework provide candidates knowledge of current research-based **theories, models, and processes of second-language acquisition**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 2, Competency 007? |
| 3--The coursework provides candidates with materials, methods and assignments so that candidates can demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. | 5.2 In what ways does the coursework provide candidates knowledge of **cognitive, linguistic, and physical factors affecting language development** (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience) and to analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 2, Competency 008?  5.3 In what ways does the coursework provide candidates knowledge of **affective factors affecting language** development (e.g., motivation, inhibition, anxiety, self-esteem) so that they can analyze the pedagogical implications of these factors for the instruction of English learners? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 2, Competency 009?  5.4 In what ways does the coursework provide candidates knowledge of **sociocultural and political factors affecting second-language development** (e.g., family expectations, acculturation patterns, value systems, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences) and to analyze the pedagogical implications of these factors on program organization and instruction for English learners? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 1, Domain 2, Competency 0010? |
| 4--The program requirements require that candidates analyze how this knowledge can be directly applied to the instruction of English Learners in order to build upon students' prior knowledge and promote their language development and academic achievement |  |

## Standard 6: Assessment of English Learners

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| 1--The program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners’ academic progress. | 6.1 How does the certificate program coursework provide candidates with knowledge regarding **principles of standards-based assessment and instruction**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 1, Competency 001? |
| 2--Coursework requires candidates to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. | 6.2 How does the coursework provide candidates with knowledge regarding the **role, purposes, and types of assessments** that are to be administered to English learners? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 1, Competency 002?  6.3 How does the certificate program provide candidates with knowledge and skills on how to evaluate assessment instruments for use with English learners in order to minimize cultural and linguistic bias? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 1, Competency 002? |
| 3--Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. |  |
| 4--The program also requires candidates to interpret and use the results of assessments to help English learners achieve success in standards-based language curriculum and in content area instruction. | 6.4 How does the certificate program coursework provide candidates with knowledge regarding **language and content-area assessments** for English learners? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 1, Competency 003? |

## Standard 7: Foundations of English Language/Literacy Development and Content Instruction

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| 1--The program provides candidates with opportunities to develop conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. | 7.1 How does the certificate coursework provide candidates with knowledge regarding the **foundations of instructional programs for English Learners**, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 2, Competency 004? |
| 2--The program provides candidates with philosophies and assumptions underlying various instructional program models methods for English learners, as well as current research on the effectiveness of these various models and methods of instruction. |  |
| 3--The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the affects of personal factors on English language literacy development. | 7.2 How does the coursework provide candidates with knowledge regarding the **foundations of English language literacy**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 2, Competency 005? |
| 4--The program coursework develops candidates’ conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. |  |
| 5--Coursework also provides candidates with conceptual understanding and applied knowledge of current approaches, methods, and strategies used in English Language/Literacy Development, Content-based English Language Development (ELD) instruction, and Specially Designed Academic Instruction Delivered in English (SDAIE). | 7.3 How does the coursework provide candidates with knowledge regarding **instructional planning and organization for ELD and SDAIE**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 2, Competency 006?  7.4 How does the coursework provide candidates with knowledge regarding **components of effective instructional delivery in ELD and SDAIE**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 2, Competency 007?  7.5 How does coursework provide candidates with knowledge regarding **effective resource use in ELD and SDAIE**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 2, Competency 008? |

## Standard 8: Approaches and Methods for English Language Development and Content Instruction

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| 1--The program provides candidates with the ability to demonstrate knowledge of English language development research-based theories and frameworks and to apply these theories to assist English learners with English language literacy. |  |
| 2--The coursework teaches candidates about the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). | 8.1 How does the certificate coursework provide candidates with knowledge regarding research-based **approaches and methods** for teaching English language developmentas outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 3, Competency 009? |
| 3--The program enables candidates to deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. | 8.2 How does the coursework provide candidates with knowledge of strategies for promoting **listening and speaking** proficiencyas outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 3, Competency 0010? |
| 4--The coursework provides candidates with the ability to understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including the use of language objectives and grade-level content objectives in the lesson, selecting and applying multiple strategies to access core content and assess students’ prior knowledge, provide students with cognitively engaging input, and to augment and/or modify content-area texts and textbooks to address English learners’ language needs. |  |
| 5--The coursework develops candidates' ability to utilize the methodology of ELD, Content-based ELD, and SDAIE to scaffold student acquisition of language and grade-level content knowledge across the curriculum and to target listening, speaking, reading and writing skills as appropriate to the student's level of language proficiency. | 8.3 How does the coursework provide candidates with knowledge of strategies for teaching **reading and writing** as outlined in the ELD Standards and ELA Framework adopted by the State Board of Education? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 3, Competency 0011?  8.4 How does the coursework provide candidates with knowledge regarding **Specially Designed Academic Instruction Delivered in English (SDAIE)**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 2, Domain 3, Competency 0012? |

## Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement

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| 1--The program develops both broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. | 9.1 How does the certificate coursework provide candidates with knowledge of **cultural concepts and perspectives,** particularly with regard to their impact on English learners and their families? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 001? |
| 2--The coursework addresses concepts and definitions of culture, including universal features of cultures (e.g., ethnocentrism, acculturation, cultural pluralism and congruence, intragroup and intergroup differences, impact of geography on cultural forms and practices). |  |
| 3--The coursework requires candidates to explore how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. | 9.2 How does the coursework provide candidates with knowledge of issues relating to **cultural contact** (e.g., processes of cultural contact, social-emotional issues attributed to cultural contact, and phases of acculturation),and how these impact English learners’ experiences in educational contexts? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 002? |
| 4--The program requires candidates to develop an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. . | 9.3 How does the coursework provide candidates with knowledge regarding **cultural diversity in California and the United States,** including major historical and current demographic trends and migration-immigration patterns? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 003? |
| 5--The coursework teaches candidates to develop conceptual understanding and requires them to demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive crosscultural interactions among culturally diverse students, and challenges involved in cultural contact. | 9.5 How does the coursework provide candidates with knowledge regarding **crosscultural interactions** and how they are affected by cultural differences in communication patterns and discourse? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 1, Competency 001? |
| 6--The coursework also requires candidates to analyze how this knowledge can be directly applied to instruction of English Learners in order to support student development and learning |  |

## Standard 10: Culturally Inclusive Instruction

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| 1--The program provides candidates with conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, and teaches candidates strategies on how to acquire in-depth knowledge of English learners’ home cultures and cultural experiences. | 10.1 How does certificate coursework provide candidates with an understanding of the **role of culture in the classroom and school** and its impact on English learners’ learning and achievement?How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 005? |
| 2--The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. . |  |
| 3--The coursework has candidates demonstrate how to apply this knowledge to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). | 10.2 How does the coursework require candidates to demonstrate understanding of the factors in school and in the classroom that support a **culturally inclusive learning environment**? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 006? |
| 4--The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. | 10.3 How does the coursework require candidates to demonstrate understanding of **family and community involvement** (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction)? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 007? |
| 5--The program requires candidates to demonstrate understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. | 10.4 How does the coursework require candidates to demonstrate a conceptual and applied knowledge of **culturally inclusive curriculum and instruction**, and how to select curricula that are effective and inclusive? How does the program build candidates’ skills and maximize opportunities for candidates to fulfill the Knowledge, Skills, and Abilities outlined in CTEL Test/Section 3, Domain 2, Competency 008? |
| 6--Candidates are taught how to apply knowledge of culturally influenced learning styles and to apply knowledge of English learners’ cultural backgrounds and experiences to instructional planning and implementation |  |