California Teachers of English Learners (CTEL) Program Leading to Certification to Teach English Learners

Commission on Teacher Credentialing

Standards Adopted
December 2006

CTEL KSAs Revised
January 2013

Handbook Revised June 23, 2017

Commission on Teacher Credentialing

State of California
Arnold Schwarzenegger, Governor

2006

Members of the Commission

Leslie Peterson Schwarze, Chair	School Board Member
John Stordahl, Vice Chair	Teacher
Catherine M. Banker	Public Representative
Josephine Calderon	Public Representative
Caleb Cheung	Public Representative
Paula Cordeiro	Public Representative
Margaret Gaston	Public Representative
Guillermo Gomez	Teacher
Gloria Grant	Teacher
Leslie Littman	Designee, Superintendent of Public Instruction
Aida Molina	Administrator
David Pearson	Faculty Representative
Lillian Perry	Teacher
Loretta Whitson	Non-Administrative Services Representative

Ex Officio Representatives

Dr. Karen Symms Gallagher	Association of Independent California Colleges and Universities
Marilyn T. McGrath	California Postsecondary Education Commission
Athena Waite	University of California
Dr. Beverly Young	California State University

Executive Officer

Dale A. Janssen	Executive Director

The Committee on Accreditation

2006

Fred Baker, Professor Emeritus
College of Education and Integrative Studies
California State Polytechnic University, Pomona

David Madrigal, Principal
John Muir Elementary School
Antioch Unified School District

Lynne Cook, Dean
College of Education
University, Dominguez Hills

Karen O'Connor, Teacher
Adobe Bluffs Elementary School California State
Poway Unified School District

Diane Doe, Educational Consultant
San Francisco Unified School District

Ruth Sandlin, Chair
School of Education
Cal. State University, San Bernardino

Dana Griggs, Assistant Superintendent
Ontario-Montclair School District
Ontario, California

Sue Teele, Director
Education Extension
University of California, Riverside

Irma Guzman Wagner, Dean Emerita
College of Education
California State University, Stanislaus

Donna Uyemoto, Assistant
Superintendent, Human Resources
Dublin Unified School District
Dublin, California

Edward Kujawa, Dean
School of Business, Education and Leadership
Dominican University

Joyce Abrams, Teacher
Chula Vista Hills Elementary School
Chula Vista Hills Elementary School District

Committee Support Staff (Commission on Teacher Credentialing)

Lawrence Birch, Director, Professional Services Division
Teri Clark, Administrator of Accreditation, Professional Services Division
Cheryl Hickey, Consultant, Professional Services Division
Teri Ackerman, Analyst, Professional Services Division

English Learner Instructional Design Team
Commission on Teacher Credentialing
2004-2005

Name	Position	Institution
Estella M. Acosta	Director of Bilingual Teacher Training Program	Orange County Office of Education
Elena Arriola-Freeman	Director of Bilingual Teacher Training Program (Retired)	Los Angeles County Office of Education
Esther Bousquet	Bilingual 2nd grade teacher	Truckee Unified School District
Suzanne Charlton, PhD.	CLAD/BCLAD Coordinator	University of California, Irvine
Rosita Galang, Ph.D.	Director of Teacher Education; Professor, International and Multicultural Education Department	University of San Francisco
Ann Lippincott, Ph.D.	Coordinator of Bilingual Teacher Education	University of California, Santa Barbara
Ping Liu, Ph.D.	Coordinator of Asian BCLAD Consortium; Associate Professor of Education	California State University, Long Beach
Claudia Lockwood	Director of Bilingual Teacher Training Program	San Joaquin County Office of Education
Barbara Merino, Ph.D.	Director of Teacher Education; Professor, School of Education and Committee on Linguistics	University of California, Davis
KimOanh Nguyen-Lam, Ph.D.	Director of Title III Project, Center for Language Minority Education and Research	California State University, Long Beach
Meylin Ortega-Scollon	Principal	Lynwood Unified School District
Clara Park, Ph.D.	Professor of Education; Director of Bilingual Teacher Education Project	California State University, Northridge
Magdalena Ruz Gonzalez	Curriculum Coordinator for Language Arts, Literacy and Biliteracy	San Bernardino County Office of Education
Heather Sellens, Ed.D.	Instructor for SB 395 ELD/SDAIE and Language/Literacy courses	Santa Clara County Office of Education
Robert Takashi Oguro	Director of Master Plan Teacher Training Program (Administrator for district language acquisition, CLAD/BCLAD Examination training, and SB 395 classes)	Los Angeles Unified School District

Commission Staff to Support the English Learner Design Team Panel:
Mark McLean, Consultant, Professional Services Division
Susan Porter, Consultant, Professional Services Division

English Learner Authorizations Advisory Panel (2011)
Commission on Teacher Credentialing

Panel Members	Affiliation
Marianna Vinson	**ACSA** – San Jacinto Unified School District
Magaly Lavadenz*	**AICCU** – Loyola Marymount University
Maggie Beddow	**CATESOL –** CSU Sacramento
Pansy Ceballos*	**CCSESA** – Tulare County Office of Education
Myron Berkman*	**CFT** – Berkeley High School
Jose Moreno	**CSBA** – Anaheim City School District
Zulmara Cline*	**CSU** – CSU Chancellor's Office
Blanca Anderson	**CTA** – Red Bluff Union Elementary School District
Cheryl Forbes*	**UC** – UC San Diego
Carol Anderson-Woo*	Tracy Joint Unified School District
George Bunch	UC Santa Cruz
Shirley Day*	Poway Unified School District
Patty Dineen-Wehn	Sonoma County Office of Education
Janet Eyring	CSU Fullerton
Elizabeth Fralicks	Fresno Unified School District
Barbara Hernandez*	Orange Unified School District
Sharon Lazo-Nakamoto*	Long Beach Unified School District
Grace Lee*	Chino Valley Unified School District
Edwin Lim	Bonita Vista HS/Sweetwater Unified School District
Anthony J. Martinez*	Antelope Valley UHSD
Devra Miller	San Mateo Union High School District
Nicole Naditz *	San Juan Unified School District
Magdalena Ruz Gonzalez	Los Angeles County Office of Education
Duarte M. Silva*	Stanford University
Linda Ventriglia-Navarrette*	National University

* indicates returning panel member from the 2009 EL Authorizations Advisory Panel

Liaisons to the Panel	Affiliation
Irene Oropeza-Enriquez*	Commission on Teacher Credentialing
Dianna Gutierrez	California Department of Education

Commission Staff to Support the English Learner Authorizations Advisory Panel
Lourdes Aguirre, Certification, Assignment and Waivers Division
Paula Jacobs, Professional Services Division
Phyllis Jacobson, Professional Services Division
Claudia Lockwood, Professional Services Division
Roxann Purdue, Certification, Assignment and Waivers Division

Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs Leading to CLAD Certification

Table of Contents

Appendix A: **Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) Examination and Programs**

Appendix B: **2006 CTEL Transition: Implementation of the Standards of Quality and Effectiveness for California Teachers of English Learners**

A.   Introduction to the California Teachers of English Learners (CTEL) Certificate Program Standards

Foreword

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

Twenty-five percent of all children enrolled in California public schools are designated as English learners and require specialized instruction in English language development. For these reasons, California has placed a high priority on preparing teachers to work with students from multicultural and linguistically diverse backgrounds. Since 1970, the State of California has required that classes designed to serve students primarily designated as English Learners in public schools must be taught by teachers who have the appropriate preparation to teach linguistically and culturally diverse students.

Background

The Bilingual/Crosscultural, Language, and Academic Development (B/CLAD) Certificates

AB 2987, passed in 1992 (California Education Code sections 44253.1- 44253.6), created a two-tiered teacher certification structure for teaching English learners. Known as the Bilingual, Crosscultural, Language and Academic Development Examination and Certificate, this structure has been in effect from 1994 to the present, and it consists of the following six tests or domains:

- Test 1: Language Structure and First- and Second-Language Development;

- Test 2: Methodology of Bilingual Instruction, English Language Development and Content Instruction;

- Test 3: Culture and Cultural Diversity;

- Test 4: Methodology for Primary-Language Instruction;

- Test 5: The Culture of Emphasis; and

- Test 6: The Language of Emphasis (listening, reading, speaking, and writing)

The first tier, called Crosscultural, Language and Academic Development (CLAD) Certificate, authorizes instruction for English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Candidates must pass the first 3 Tests (above) to earn this certification. The second level, called the Bilingual Crosscultural, Language and Academic Development (BCLAD) Certificate, authorizes instruction in ELD and SDAIE as well as instruction for primary-language development and content instruction in the primary language. Candidates must pass all six tests in order to earn the BCLAD Certificate.

Development of the CTEL Examination and Program Routes for Experienced Teachers

Pursuant to California Education Code section 44259.5 (Chap. 711, Stats. 1999), all California Multiple and Single Subject Credential teacher preparation programs were required to satisfy a new standard established by the Commission for the preparation of teachers to teach English learners as of July 1, 2003. Since these AB 1059 coursework requirements address competencies in B/CLAD Tests 1 through 3, all Multiple and Single Subject credentials for individuals prepared in California now include an authorization to teach English learners.

Education Code § 44259.5 also required that the examination routes for experienced (already credentialed) and out of state teachers leading to English Learner authorizations must be updated to align with standards that addressed these same competencies within the approved program. To address this legal requirement, Commission staff selected a testing contractor, National Education Systems (NES) through a competitive bid process in spring of 2004. An expert panel, the English Learner Instructional Design Team (ELIDT) was convened to assist NES and Commission staff in reviewing and updating Tests 1 through 3 of the B/CLAD Examination. The revised examination is the California Teachers of English Learners (CTEL) examination and has been in use since December 2005. Since the Education Code requires that teacher examination routes and course routes be closely aligned, the development of standards for certificate programs for experienced teachers leading to a CLAD authorization were also included in the exam development contract and in the scope of work of the ELIDT.

The English Learner Instructional Design Team (ELIDT)

The Commission relies on the expertise of experienced California educators to inform standards and test development. In spring 2004, the Commission's Executive Director appointed the members of the English Learner Instruction Design Team (ELIDT) to advise Commission staff on development of the CTEL examination. Members of the team were chosen through an open nomination process.

The ELIDT consisted of the following representatives:

- directors of local Bilingual Teacher Training Programs;

- a classroom teacher of English learners;

- a school administrator;

- English learner education specialists from school districts, county offices of education, and postsecondary institutions;

- professors providing preparation to teachers of English learners at California State University, University of California, and independent institutions; and

- coordinators of English learner teacher education programs.

Essential Documents Used by the ELIDT

From their first meeting in 2004, the ELIDT used a number of documents as primary resources for their work. The documents listed below were essential for the panels' use in developing the CTEL Knowledge, Skills, and Abilities and the program standards that were adopted by the Commission.

- The Reading/Language-Arts Framework, adopted by the California State Board of Education in 2006

- The English-Language Development Standards for California Public Schools, adopted by the California State Board of Education in 1999

- *Teacher Preparation in California Standards of Quality and Effectiveness: Common Standards,* adopted by the Commission on Teacher Credentialing in 1993, amended in 1998, 2000, and 2002

- The *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs*, adopted by the Commission on Teacher Credentialing in 2001

- The *Standards of Quality and Effectiveness for Professional Teacher Induction Programs*, adopted by the Commission on Teacher Credentialing in 2002

- The *Knowledge, Skills, and Abilities for the Crosscultural, Language, and Academic Development (CLAD) Examination*, adopted by the Commission in 1994

- The *Staff Development for Teachers of English Learners (SB 395) Program Advisory*, adopted by the Commission in 2001

- The TESOL/NCATE Program Standards, adopted in 2003

The K-12 student academic content standards and/or frameworks adopted by the California State Board of Education were the central documents used by the panels. The ELIDT used the English Language Arts Framework adopted by the California Department of Education in 1999 and Commission staff also did an alignment study of the draft CTEL Standards with the English/Language Arts Framework that was adopted by the California State Board of Education in 2006.

The *Standards of Program Quality and Effectiveness for Professional Teacher Preparation Programs* were also referenced by the panel in its development of the CTEL Knowledge, Skills, and Abilities and the CTEL Program Standards. This was to ensure that content of CTEL Programs and the CTEL Examination were closely aligned with the relevant content in the 2042 multiple and single subject teaching credential, since all of these routes lead to an equivalent English learner authorization. The standards of the national professional organizations such as those adopted by TESOL (Teachers of English to Speakers of Other Languages) also served as a guide and provided a comprehensive perspective for panel members.

Development and Validation of the Knowledge, Skills and Abilities (KSAs) Required for California Teachers of English Learners

The scope of work of the ELIDT included the development of Knowledge, Skills, and Abilities required for California teachers of English learners. The KSAs formed the foundation for both the CTEL Examination and the CTEL Program Standards, in order that the two authorization routes would be closely aligned with one another.

The following steps took place in the development and validation of the KSAs for California Teachers of English Learners (CTEL):

1. Development of preliminary Knowledge, Skills, and Abilities by ELIDT, NES, and staff.

2. Bias review of preliminary KSAs.

3. Statewide content validity survey of preliminary KSAs conducted with California classroom teachers and teacher educators.

4. Compilation of survey results.

5. Staff and NES alignment studies to confirm alignment of preliminary KSAs with ELD standards, SB 2042 teacher preparation and induction program standards, and TPEs.

6. Results of content validity survey and alignment studies presented to ELIDT and proposed KSAs were finalized.

The preliminary KSAs were also reviewed by the Bias Review Committee (BRC). The BRC is a group of educators from various backgrounds who are recruited through an open nomination process to assist the Commission in reviewing test content for sensitivity and fairness to all candidates. A listing of the BRC members who reviewed the preliminary KSAs is included in Appendix C.

The KSAs were subsequently adopted by the Commission at its June 1, 2005 meeting. These adopted KSAs became the basis for CTEL Examination and CTEL Program Standards.

Development of the CTEL Examination: Item Development and Standard Setting

CTEL Test Item development took place in summer of 2005, with field test administrations taking place by embedding new items with the final CLAD Examination administrations from fall 2005 to spring 2006. The CTEL Examination has now replaced the Tests 1 through 3 of the B/CLAD Examination.

Using the approved KSAs, multiple-choice and constructed-response items for the CTEL were drafted, reviewed, and revised as needed by both the Bias Review Committee and the ELIDT. Once these items were field-tested, a panel consisting of some members of the ELIDT and other individuals with appropriate backgrounds in English learner instruction selected marker responses and scored the constructed-responses from the field test. Additionally, a test guide including the KSAs, test structures, and sample questions was developed to assist candidates in preparing to take the new CTEL.

On December 10, 2005, the first test administration of this new examination was conducted. On January 10-11, 2006 the standard setting study for the CTEL was held in Sacramento to determine the initial passing standard recommendations of California educators. As of June, 2006, the CTEL Examination has replaced Tests 1 through 3 of the B/CLAD Examination. Candidates who pass all three tests of the CTEL examination will earn CLAD certification.

Development and Adoption of the CTEL Program Standards for CLAD Certification

The Commission has adopted guiding principles regarding the governance of educator preparation programs. Commission staff directed the English Learner Instructional Design Team to apply these

general principles to the creation of standards and examination routes for authorizations for teaching English Learners:

- That the primary purpose of examination and program standards is to determine whether California public school teachers seeking certification have the knowledge and skills to provide instruction to English learners;

- That the examination and program routes require candidates to demonstrate the knowledge and skills necessary for California public school teachers to provide effective instruction to English learners;

- That the examination and the program standards are aligned with the Reading/Language Arts Framework adopted by the California State Board of Education, English Language Development Standards for California Public Schools, the Standards of Quality and Effectiveness for Teacher Preparation Programs, the Standards of Quality and Effectiveness for Teacher Induction Programs, and the TPEs;

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

The ELIDT developed two types of standards to guide institutional responses and expert review for CTEL Programs. The first type, called "Program Design Standards", make up Category I of the CTEL Program Standards. These standards inform institutions about the organizational structures and resources required for sponsorship of a CTEL program. Category II of the Standards Specific to CTEL Programs provides guidance on the instructional content of the curriculum as well as the competencies that candidates must demonstrate in order to meet the requirements of the CLAD Certificate. These standards, called the "Candidate Competency Standards" are closely aligned with the CTEL Knowledge, Skills, and Abilities.

Once the ELIDT completed the draft CTEL standards, Commission staff worked with formatting and organization in order to align with the most currently-developed standards of quality for teacher preparation. The Commission adopted the *Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL) Programs* Leading to CLAD Certification on November 30, 2006.

2013 Update of Knowledge, Skills, and Abilities for the CTEL Examination and CTEL Programs

In 2010-2011 the Commission appointed a second Advisory Panel to review several sets of educator preparation standards to assure that the standards reflect the most current research and practices relating to the education of English learners. The recommendation to proceed with standards revisions was adopted by the Commission in September-October 2010.

Based on Commission direction, the 2011 English Learner Authorizations Advisory Panel developed draft recommendations concerning revisions, updates and/or modifications to the full array of educator preparation standards. An update on this work was provided in Item 3F of the October 2011 COA

agenda. In March 2012, the Commission reviewed the draft proposed standards revisions and approved conducting a field review of the proposed revisions. The work of the panel in revising the standards was consistent with the latest version of the state adopted English Language Development (ELD) framework. The field review opened via a series of surveys posted online in March 2012 and closed in December 2012.

In January 2013, the 2011 English Learner (EL) Authorizations Advisory Panel presented modifications to the Commission for consideration and possible adoption. The proposed modifications to standards incorporated feedback from stakeholders. An overview of the set of panel-recommended modifications for consideration and possible adoption by the Commission were included in the January 2013 Commission agenda item. The complete text of recommended revisions were included in the Appendices.

The panel's suggested revisions to the array of educator preparation standards included:
(a) the California Teacher of English Learners (CTEL) examination's set of Knowledge,
Skills, and Abilities (KSAs);
(b) the Preliminary Multiple and Single Subject Teacher Preparation Program Standards;
(c) the Preliminary Education Specialist Program Standards;
(d) the Induction and the Clear Credential Program Standards;
(e) content that should be included within the next revision of the Preliminary Administrative Services Credential Program Standards; and
(f) content that should be included within the next revision of the PPS Program
Standards.

2013 Updates to Knowledge, Skills, and Abilities for the CTEL Examination and CTEL Programs

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

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

modifications to the CTEL KSAs were provided in Appendix B, pages 10-31 of the January/February 2013 Commission agenda Item 4B and adopted by the Commission.

The 2006 CTEL Program Standards were not revised; however Essential Questions which guide program developers have been revised to reference the 2013 Commission-adopted KSAs which form the foundation for both program standards and development of the Commission-adopted CTEL examination. Essential Questions also reference most recent frameworks and standards adopted by The State Board of Education; the English Language Arts/English Language Development (ELA/ELD) Framework (July 2014), and the California English Language Development Standards (2012). This content should guide the development and revision of CTEL programs.

Overview of the CTEL Standards Handbook

Section A provides background information on the certification of teachers to teach English learners and includes a statement by the English Learner Instructional Design Team, information on the work of the 2010-2011 English Learner Authorizations Advisory Panel and 2013 Commission-adopted revisions to CTEL KSAs. Section B of the handbook includes the 2006 CTEL Program Standards with updated Essential Questions. The Appendices provide the 2013 CTEL Knowledge, Skills and Abilities, and timelines from the initial implementation of 2006 CTEL Program Standards.

Contributions of the English Learner Instructional Design Team and the EL Authorizations Advisory Panel

The Commission on Teacher Credentialing is indebted to all of the education professionals who served on the 2004-05 ELIDT and the 2011-12 English Learner Authorizations Advisory Panel for the successful creation of *Standards of Program Quality and Effectiveness for California Teachers of English Learners* (CTEL). CTC believes strongly that the standards in this handbook will improve the teaching and learning of English Learners in California's public schools.

Requests for Assistance from Handbook Users

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

Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, California 95811-4213

B: Standards of Quality and Effectiveness for California Teachers of English Learners

Definitions of Key Terms

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation of California teachers.

Preconditions

A precondition is a requirement for initial and continued program approval.   Unlike standards, preconditions specify requirements for program compliance, not program quality.   Commission staff determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions is eligible for a more intensive review to determine whether the program's quality satisfies the Commission's standards.   Preconditions for CTEL Programs are on referenced on the next page.

Standards

Standards are state policies adopted by the Commission on Teacher Credentialing. Standards are statements of program quality that must be fulfilled for initial or continued approval of teacher preparation programs by the Commission.   In each standard, the Commission has described an acceptable level of quality in a significant aspect of teacher preparation and certification.   The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information related to the standard. Program reviewers selected by the Commission must find that a program meets each standard. When they do so, CTC approves the program.

Essential Questions

Essential Questions guide institutions in developing programs that meet the standards and guide program review panels in judging the quality of a program in relation to a standard. Institutions do not need to develop responses to each Essential Question. The Commission expects the review panel to evaluate responses to each standard in by considering the following: 1) the quality and thoroughness of the response; and 2) whether sufficient supporting evidence has been provided by the institution to illustrate how the standard is addressed. For candidate competency standards, supporting evidence should illustrate when and how the standard is addressed in the candidate's program, and what outcomes or assessments will be used by the program to ensure that the candidates have mastered the competencies described.

Preconditions

Preconditions are requirements that must be met in order for an accrediting association or licensing agency to consider accrediting a program sponsor or approving its programs or schools. Some preconditions are based on state laws, while other preconditions are established by Commission policy.

There are essentially two kinds of preconditions. The first are the Commission's 10 General Institutional Preconditions. These apply to all professional preparation programs—teacher and services credential preparation programs. These preconditions do not apply to subject matter programs.

The second type of preconditions, are those that apply to particular kinds of credential preparation programs. There are 4 Program Specific preconditions that apply to all types of educator preparation programs. In addition, there are preconditions for many types of educator preparation programs. All program sponsors must respond to each of the applicable preconditions.

Preconditions for California Educator Preparation Programs are available on the Commission website.

*The required Preconditions for the **California Teachers of English Learners - CTEL Program** are: General Preconditions 1-10; Program Specific Preconditions 1-4 and 5-6.*

Common Standards

The Common Standards address issues of institutional infrastructure, stability and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the five Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) during year 5 of the accreditation cycle- the year before the accreditation site visit; and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. The Common Standards document is inclusive of the entire unit, consequently only one Common Standards document will be maintained at the CTC for each approved institution/program sponsor regardless of how many approved programs are offered.

If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete a Common Standards Addendum that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs.
The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards.

Submitting a New Program Proposal

Institutions interested in submitting a new CTEL Program should consult with the Commission webpage, [Submitting a Proposal for New Subject Matter or Educator Preparation Program in California](). This website provides specific guidance for developing, formatting and submitting new program proposals for Commission approval.

Category I: Program Design Standards

Standard 1: Program Philosophy, Design, and Coordination

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. The program philosophy articulates a clear understanding of the instructional needs of English learners.   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. The program has a site leadership team whose members are qualified in the areas of teacher training and English Learner instruction. 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. 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. 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). 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).

Essential Questions (reference to 2013 Commission-adopted KSAs):

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?

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?

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?

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?

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?

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

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. 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. 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. The institution also addresses equity and diversity in its hiring practices and in its recruitment of candidates for the program.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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?

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?

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?

Standard 3: Evaluation and Assessment of Candidates

The certificate program creates clear guidelines by which the candidate will be assessed. 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.* The program uses multiple measures from formative and summative assessments that are consistent with the scope and content of the *Competency Standards*.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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?

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*?

3.5   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?

Standards Specific to CTEL Programs

Category II: Candidate Competency Standards

Standard 4: Language Structure and Use

The program provides candidates with opportunities to develop research-based conceptual understanding of language systems, structures, forms, functions, and variation. 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. 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. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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 <u>CTEL Test/Section 1, Domain 1, Competency 001</u>?

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 <u>CTEL Test/Section 1, Domain 1, Competency 002</u>?

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 <u>CTEL Test/Section 1, Domain 1, Competency 003</u>?

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 <u>CTEL Test/Section 1, Domain 1, Competency 003</u>?

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 <u>CTEL Test/Section 1, Domain 1, Competency 004</u>?

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 <u>CTEL Test/Section 1, Domain 1, Competency 005</u>?

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 / Additive-Language Development**

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 acquisition. 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. 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. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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 <u>CTEL Test/Section 1, Domain 2, Competency 006</u>?

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 <u>CTEL Test/Section 1, Domain 2, Competency 007</u>?

5.3 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 <u>CTEL Test/Section 1, Domain 2, Competency 008</u>?

5.4   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 <u>CTEL Test/Section 1, Domain 2, Competency 009</u>?

5.5   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 <u>CTEL Test/Section 1, Domain 2, Competency 010</u>?

Standard 6: Assessment of English Learners

The program provides candidates with opportunities to develop conceptual research-based understanding of standards-based assessment of English learners' academic progress. 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. Coursework also requires candidates to learn how to differentiate and scaffold assessments for and to provide feedback to English Learners. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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 <u>CTEL Test/Section 2, Domain 1, Competency 001</u>?

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 <u>CTEL Test/Section 2, Domain 1, Competency 002</u>?

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 <u>CTEL Test/Section 2, Domain 1, Competency 002</u>?

6.4   How does the certificate program coursework provide candidates with knowledge regarding **language and content-area assessment** 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

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. 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. The coursework provides candidates with knowledge of the foundations of English language literacy, including the links between oral and written language and the effects of personal factors on English language literacy development. The program coursework develops candidates' conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. 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).

Essential Questions (reference to 2013 Commission-adopted KSAs):

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?

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?

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

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. 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). 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. 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. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

8.1 How does the certificate coursework provide candidates with knowledge regarding research-based **approaches and methods** for teaching English language development as outlined in the California English Language Development Standards (2012) and the English Language Arts/English Language Development (ELA/ELD) Framework (July 2014) 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?

8.2 How does the coursework provide candidates with knowledge of strategies for promoting **listening and speaking** proficiency as outlined in the ELD Standards and ELA/ELD 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 010?

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/ELD 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 011?

8.4 How does the coursework provide candidates with knowledge regarding **Specially Designed Academic Instruction 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 012?

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

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, 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). 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. 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. 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. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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 <u>CTEL Test/Section 3, Domain 1, Competency 001</u>?

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 <u>CTEL Test/Section 3, Domain 1, Competency 002</u>?

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 <u>CTEL Test/Section 3, Domain 1, Competency 003</u>?

9.4   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 <u>CTEL Test/Section 3, Domain 1, Competency 004</u>?

Standard 10: Culturally Inclusive Instruction

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. The program requires candidates to examine their own cultural beliefs, attitudes, and assumptions and how this assumptions impact student learning and achievement. 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). The program teaches candidates how to apply culturally responsive practices that involve families and the community in decision-making processes and in students' learning. 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. 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.

Essential Questions (reference to 2013 Commission-adopted KSAs):

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?

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?

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?

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?

Appendix A

Knowledge, Skills, and Abilities (KSAs) for the California Teacher of English Learners (CTEL) Examination and Programs

1. Language and Language Development

2. Assessment and Instruction

3. Culture and Inclusion

Components of the CTEL Examination and Program Standards (2013 KSAs)

Section	Domain	Competency
Language and Language Development	Domain 1: Language Structure and Use	Phonology and Morphology
		Syntax and Semantics
		Language Functions and Variations
		Discourse
		Pragmatics
	Domain 2: Additive Language Development	Theories, Processes, and Stages of Language Acquisition
		Theories, Models, and Processes of Second-Language Acquisition
		Cognitive, Linguistic, and Physical Factors Affecting Language Development
		Affective Factors Affecting Language Development
		Sociocultural and Political Factors Affecting Language Development
Assessment and Instruction	Domain 1: Assessment of English Learners	Principles of Standards-Based Assessment and Instruction
		Role, Purposes, and Types of Assessment
		Language and Content-Area Assessment
	Domain 2: Foundations of English Language/Literacy Development and Content Instruction	Foundations of Programs for English Learners
		Foundations of English Language Literacy
		Instructional Planning and Organization for ELD and SDAIE
		Components of Effective Instructional Delivery in ELD and SDAIE
		Effective Resource Use in ELD and SDAIE
	Domain 3: Approaches and Methods for ELD and Content Instruction	ELD – Approaches and Methods
		ELD – Listening and Speaking
		ELD – Reading and Writing
		Specially Designed Academic Instruction in English (SDAIE)
Culture and Inclusion	Domain 1: Culture and Cultural Diversity and Their Relationship to Academic Achievement	Cultural Concepts and Perspectives
		Cultural Contact
		Cultural Diversity in California and the United States
		Crosscultural Interaction
	Domain 2: Culturally Inclusive Instruction	The Role of Culture in the Classroom and School
		Culturally Inclusive Learning Environment
		Family and Community Involvement
		Culturally Inclusive Curriculum and Instruction

CALIFORNIA TEACHER OF ENGLISH LEARNERS® (CTEL®) EXAMINATION

KNOWLEDGE, SKILLS, AND ABILITIES (2013 KSAs)
CTEL 1: LANGUAGE AND LANGUAGE DEVELOPMENT

DOMAIN 1: LANGUAGE STRUCTURE AND USE

001   Phonology and Morphology

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.

- Analyze how English learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them or that do not transfer positively from the primary language (e.g., digraphs; diphthongs; schwa; initial, medial, and final consonant clusters) and identify strategies for supporting positive transfer from the primary language and for promoting English learners' auditory discrimination and production of English phonemes (i.e., ability to distinguish, identify, and manipulate phonemes and phonological patterns).

- Apply knowledge of basic sound patterns in English reading and writing with a focus on helping English learners avoid interference from their primary language due to nontransferable features.

- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, recognizing common roots derived from Greek and Latin that have English cognates, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.

- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English learners' language development (e.g., vocabulary, spelling, fluency).

- Demonstrate knowledge of phonological and morphological skills that promote fluent reading and writing (e.g., direct, systematic, explicit phonics; decoding skills including spelling patterns and sound-symbol codes [orthography]) using students' prior knowledge of L1 to promote English language development in reading and writing.

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

- Demonstrate the ability to evaluate English Language Development (ELD) programs (e.g., materials, assessments, and related instructional components) for adequate attention to the areas of phonology and morphology.

002 Syntax and Semantics

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.

- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English learners' communicative competence.

- Apply strategies for identifying and addressing English learners' assets and needs related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, using relevant resources in California State-adopted RLA/ELD programs; using students' prior knowledge of L1 to promote English language development).

- Analyze English words, phrases, and sentences with respect to meaning (semantics).

- Apply strategies for identifying and addressing English learners' assets and needs related to the semantically appropriate use of words, phrases, and sentences (e.g., words with multiple meanings, false cognates, idioms).

- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.

- Demonstrate the ability to evaluate ELD programs for adequate attention to the areas of syntax and semantics.

003 Language Functions and Variation

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

- Demonstrate knowledge of language structures appropriate to specific academic language functions (e.g., describing, defining, explaining, comparing, contrasting, making predictions, persuading) across the content areas.

- Identify different types of variation that occur in a language (e.g., dialects, historical variation, social versus academic language) and demonstrate knowledge of why language variation evolves (e.g., reasons involving geographic, political, cultural, social, and vocational issues).

- Identify factors that influence a speaker's or writer's choice of language variation for a given discourse (e.g., the context or setting of the discourse; the speaker's age, gender, culture, level of education, social class, vocation).

- Apply strategies for identifying and addressing English learners' assets and needs related to comprehending regional dialects or other varieties of English.

- Apply strategies for creating an instructional environment that respects English learners' home language and variety of English.

- Demonstrate the ability to evaluate ELD programs for adequate attention to social and academic language functions.

004   Discourse

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).

- Analyze oral and written discourse with respect to cohesion and coherence.

- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English learners.

- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).

- Apply strategies for promoting English learners' communicative competence by developing their discourse competence for a wide variety of social and academic purposes (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act), including utilizing the speaking and writing rubrics from the state-adopted English language proficiency examination to identify areas for instructional practice.

- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English learners' discourse competence for a wide variety of social and academic purposes appropriate to their assessed English proficiency level.

005   Pragmatics

- Recognize pragmatic features of oral and written language that influence or convey meaning (e.g., use of different registers, idiomatic expressions, gestures, eye contact, physical proximity).

- Identify key pragmatic features of various discourse settings in English (e.g., the classroom, a social event, a store, different types of correspondence).

- Identify factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, setting, goals, purpose, participants in a discourse, audience, subject matter).

- Identify strategies for promoting English learners' communicative competence by developing their verbal and nonverbal sociolinguistic competence (e.g., making the pragmatic features of the school and other settings explicit for English learners; promoting students' ability to engage in oral and written discourse that is appropriate for a given context, purpose, and audience).

- Apply strategies for identifying and addressing English learners' assets and needs related to pragmatics.

- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English learners' sociolinguistic competence.

DOMAIN 2: ADDITIVE-LANGUAGE DEVELOPMENT

006   Theories, Processes, and Stages of Language Acquisition

- Analyze the significance for teaching and learning of contemporary theories of language acquisition.

- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).

- Demonstrate knowledge of similarities and differences in language acquisition (e.g., first language acquisition, second language acquisition, sequential and simultaneous bilingualism, and multilingualism), in various contexts.

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

- Demonstrate understanding of current research-based theories and models of language acquisition.

- Demonstrate knowledge of cognitive and social strategies learners use in developing an additional language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, code-switching, role-playing).

- Demonstrate understanding that language can be acquired in natural and/or instructed settings wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).

- Demonstrate understanding of the development of language for social and academic purposes and the influence of social and academic language on student achievement.

- Demonstrate knowledge of the characteristic features of the stages of language acquisition and the proficiency levels of English language acquisition as identified in the state-adopted English language proficiency examination.

008   Cognitive, Linguistic, and Physical Factors Affecting Language Development

- Demonstrate knowledge of research-based cognitive, linguistic, and physical factors affecting second language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).

- Analyze the pedagogical implications of cognitive, linguistic, and physical factors affecting the development of additional languages (e.g., with respect to assessing a student's language proficiency level, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom

interactions, monitoring students' progress, providing constructive feedback, building on students' prior knowledge of L1 to promote English language development).

009   Affective Factors Affecting Language Development

- Demonstrate knowledge of affective factors affecting the development of additional languages (e.g., motivation, inhibition, attitudes, levels of anxiety and self-esteem, teacher expectations, classroom environment).

- Analyze the pedagogical implications of affective factors for the instruction of English learners (e.g., with respect to lowering students' affective filters, providing supportive and constructive feedback, creating an inclusive classroom environment, valuing and validating students' home cultures and languages, maintaining high expectations and academic rigor for all students, promoting linguistic risk-taking within a supportive classroom environment).

010   Sociocultural and Political Factors Affecting Language Development

- Demonstrate knowledge of sociocultural and political factors affecting the development of additional languages (e.g., family expectations, acculturation patterns, value systems, elective vs. circumstantial bilingualism, multilingual environments and cultural influences, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).

- Analyze the pedagogical implications of sociocultural and political factors for the instruction of English learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization)

CALIFORNIA TEACHER OF ENGLISH LEARNERS® (CTEL®) EXAMINATION

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

DOMAIN 1: ASSESSMENT OF ENGLISH LEARNERS

001   Principles of Standards-Based Assessment and Instruction

- Demonstrate understanding of how the California English Language Development (ELD) standards support the English Language Arts (ELA) standards (e.g., as described in the section entitled "Universal Access to the Language Arts Curriculum" in the Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve).

- Demonstrate an understanding of the relationship and the distinction between English learners' achievement of ELD standards and achievement of ELA standards.

- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English learners' knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English learners' performance with respect to a given standard).

- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe's "backwards" lesson planning, curriculum calibration, curriculum mapping).

- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level.

002   Role, Purposes, and Types of Assessment

- Demonstrate knowledge of State-mandated standardized assessments (e.g., CELDT [California English Language Development Test], CAHSEE [California High School Exit Examination], CST [California Standards Tests]), including their relationship to the ELD/ELA standards, and demonstrate knowledge of the role and use of data from the state-adopted English language proficiency examination in designing, monitoring, and refining instruction in identification, placement and redesignation / reclassification.

- Demonstrate understanding of the role and purposes of assessment in programs for English learners (e.g., identification, placement, progress, redesignation/reclassification, diagnosis, instructional planning, program evaluation).

- Demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English learners.

- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content) and understand the process by which test developers work to eliminate bias.

- Demonstrate understanding of various types of classroom assessments for English learners and their purposes, features, and limitations (e.g., textbook assessments, performance-based assessments, curriculum-based assessments, authentic assessments, teacher-made tests).

- Demonstrate understanding of the importance of selecting and using appropriate classroom assessments (e.g., district benchmarks, textbook assessments, differentiated levels of discussion questions for checking understanding) that enable English learners to demonstrate their knowledge and skills according to their English proficiency level and that promote their active engagement in the assessment process.

003   Language and Content-Area Assessment

- Demonstrate knowledge of the characteristics, advantages, and limitations of various informal and formal ELD assessments (i.e., oral-language, reading, and writing assessments) and content-area assessments for English learners, and of the distinction between assessment of content and assessment of language skills.

- Demonstrate conceptual understanding and applied knowledge of how to interpret and use assessment results in the areas of oral language, reading and writing, and the content areas, including being able to identify student variations in performance that are not related to language acquisition and that may require special attention or referral (e.g., Gifted and Talented Education [GATE], Student Study Team [SST], Special Education, intervention programs).

- Demonstrate an ability to analyze student assessments and assessment results in order to modify and differentiate both language and content instruction, to plan strategies for reteaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English learners' needs.

- Apply strategies for differentiating and scaffolding ELD and content-area assessment tasks for English learners.

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

004   Foundations of Programs for English Learners

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English learners (e.g., No Child Left Behind Act of 2001 [NCLB], Title III; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227; *Williams* v. *State of California*; *Lau* v. *Nichols*).

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

- Demonstrate understanding of the political foundations of educational programs for English learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).

- Demonstrate understanding of basic empowerment issues related to the education of English learners (e.g., creating a positive affective environment for all students, including English learners, in the classroom and the school; promoting inclusive parent and community involvement; valuing cultural and linguistic diversity; respecting parent program choices).

- Demonstrate understanding of equity issues related to the education of English learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources) and the importance of advocating for access and equity in learning.

- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English learners.

- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English learners in California. For example:
  a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
  b. Structured English Immersion (SEI)
  c. English-language mainstream programs with additional and appropriate support

- Demonstrate understanding of required program components for English learners, including:
  a. English Language Development (ELD) (as described in the RLA Framework, "Universal Access" section)
  b. Access to core curriculum (primary-language instruction/support, Specially Designed Academic Instruction in English [SDAIE], content-based ELD)

- Use assessment to identify appropriate program components for individual English learners (based on English language proficiency, prior formal schooling, length of time at a given CELDT proficiency level, and current grade level).

- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and achievement of core content standards for English learners.

- Demonstrate knowledge of parent notification rights regarding program options for English learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

005   Foundations of English Language Literacy

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.

- Demonstrate understanding of personal factors affecting English language literacy development (e.g., L1 literacy level; transfer of L1 literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).

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

- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).

- Demonstrate knowledge of instructional issues relating to long-term English learners, including the role of oral language development and academic language development in promoting student achievement across the curriculum and appropriate placement of long-term English learners in instructional programs.

006   Instructional Planning and Organization for ELD and SDAIE

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.

- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English learners' English language proficiency and grade levels, including addressing the particular needs of long-term English learners.

- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability, including using grouping as described in the RLA Framework, "Universal Access" section.

- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful standards-aligned concepts and balancing direct (explicit) instruction with student-centered learning.

- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as prints, maps, puzzles, and artifacts).

- Demonstrate understanding of how to use team teaching, peer tutoring, educational technologies, and working with bilingual paraprofessionals to support student learning.

- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

007   Components of Effective Instructional Delivery in ELD and SDAIE

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

- Apply scaffolding strategies for providing English learners with support to enable them to successfully complete tasks that require academic language proficiency. For example:
  a. Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
  b. Activating students' prior knowledge
  c. Using the primary language to facilitate learning
  d. Contextualizing language (e.g., embedding language in an understandable context)
  e. Using media, technological resources, and other visual supports
  f. Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
  g. Using formative and summative assessment and reteaching

- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).

- Apply knowledge of how to provide explicit instruction in learning strategies (e.g., metacognitive, metalinguistic).

- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

008   Effective Resource Use in ELD and SDAIE

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English learners' developing language and content-area abilities, including use of materials in the primary language.

- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English learners.

- Demonstrate understanding of the importance of and strategies for using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.

- Demonstrate understanding of the appropriate use of technological resources to enhance language and content-area instruction for English learners (e.g., Web, software, computers, related devices) and apply strategies for using software and Internet resources effectively in ELD and core content-area instruction.

DOMAIN 3: APPROACHES AND METHODS FOR ELD AND CONTENT INSTRUCTION

009   ELD—Approaches and Methods

- Demonstrate knowledge of theoretical bases, goals, key features, and effectiveness of current and evolving research-based ELD approaches.

- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students, especially with respect to academic language and literacy across the curriculum.

- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).

- Demonstrate understanding of how to implement content-based ELD (e.g., integrating ELD standards into content teaching across the curriculum; selecting meaningful subject matter; using appropriate grade-level and interdisciplinary content, vocabulary, and discourse skills).

- Demonstrate understanding of approaches designed to meet the needs of a range of English learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5).

010   ELD - Listening and Speaking

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English learners at different proficiency levels (i.e., Emerging, Expanding, and Bridging) and typologies of English learners (e.g., long-term English learners, underschooled English learners, Generation 1.5).

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination listening and speaking component, including:

    a. Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)

    b. Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)

    c. Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media such as software, video, Internet) and assessing the appropriateness of different media as instructional tools for English learners

- Demonstrate knowledge of strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, chunking of information, schema-building, brainstorming questions prior to a presentation, debriefing after a presentation).

- Demonstrate knowledge of strategies for promoting structured student interaction (e.g., cooperative learning; pair-work, small-group, and whole-class discussions; role-plays; interviews).

011   ELD - Reading and Writing

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English learners at different proficiency levels

(i.e., Emerging, Expanding, and Bridging) and typologies of English learners (e.g., long-term English learners, underschooled English learners, Generation 1.5).

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination reading component, including:
  a. Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words) and approaches to developing and expanding English learners' vocabulary (e.g., definitional, structural, contextual, categorical, pneumonics)
  b. Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies) with a focus on meaning
  c. Fluency (e.g., oral rehearsal and practice; reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)
  d. Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)
  e. Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)

- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English learners at different proficiency levels to support achievement of the standards.

- Demonstrate understanding of the use of a variety of fiction and nonfiction genres and multicultural texts that reflect and expand the larger cultural context of students as appropriate to the student's English proficiency level.

- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination writing component, including:
  a. Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation, and revision; peer review; applying research and technology)
  b. Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive) and different content disciplines
  c. English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

012   Specially Designed Academic Instruction in English (SDAIE)

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:
  a. Include language objectives and grade-level content objectives in the lesson, including objectives relating to academic language and literacy.
  b. Determine task complexity and amount of scaffolding required.
  c. Select multiple strategies to access and assess students' prior knowledge.
  d. Identify strategies for creating background knowledge.
  e. Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).
  f. Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).
  g. Identify ways to promote students' active language use with respect to the lesson's content (e.g., using the primary language, cooperative learning tasks).
  h. Identify ways to integrate reading/writing/listening/speaking skills across the curriculum.
  i. Identify ways to incorporate the 4 Cs of Creativity, Critical Thinking, Collaboration, and Communication.
  j. Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.

- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
  a. Access English learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
  b. Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
  c. Modify and augment state-adopted content-area textbook(s) to address English learners' language needs, including the incorporation of L1 resources.
  d. Demonstrate or model learning tasks.
  e. Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
  f. Provide English learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
  g. Develop English learners' academic language (e.g., frontloading vocabulary).
  h. Provide clear models of expected performance outcomes.
  i. Transform text from one genre to another genre.
  j. Provide opportunities for English learners to engage in analysis and interpretation of text, both oral and written.
  k. Provide English learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).

l.   Provide authentic opportunities for English learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.

m. Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).

n.   Provide comprehensible and meaningful corrective and positive feedback to English learners.

- Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.

- Demonstrate understanding of approaches designed to meet the needs of the range of English learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5).

CALIFORNIA TEACHER OF ENGLISH LEARNERS® (CTEL®) EXAMINATION

KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)
CTEL 3: CULTURE AND INCLUSION

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

001   Cultural Concepts and Perspectives

- Demonstrate understanding of concepts and perspectives used in defining culture (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, impact of geography on cultural forms and practices, intragroup and intergroup differences).

- Demonstrate understanding of external and internal elements of culture and how they exemplify cultural perspectives. For example:
  a. External elements of culture (e.g., shelter, clothing, food, arts and literature, religious structures, government, technology, language)
  b. Internal elements of culture (e.g., values, customs, worldview, mores, beliefs and expectations, rites and rituals, patterns of nonverbal communication, social roles and status, gender roles, family structure, patterns of work and leisure)

- Apply strategies for analyzing the significance of and responding to student diversity in relation to external and internal elements of culture.

- Demonstrate understanding of historical and contemporary perspectives on cultural diversity and multicultural education with a focus on how student interaction and grouping patterns are affected by:
  a. Issues of power and status
  b. Impact and interplay of demographic trends
  c. Bias and discrimination with regard to inter- and intragroup differences, including social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigrant status, sexual orientation, and special needs

- Demonstrate understanding of political and socioeconomic factors affecting English learners and their families (e.g., parents'/guardians' voting and citizenship status, family income and employment, housing, health care availability, parents'/guardians' level of educational attainment).

- Demonstrate knowledge of practical applications of current research and research-based theories related to cultural factors that influence the achievement of English learners.

002   Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).

- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).

- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.

- Demonstrate understanding of factors that promote or impede adjustment to different cultures.

- Analyze English learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

003   Cultural Diversity in California and the United States

- Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., primary languages spoken by English learners, settlement patterns and their influence on residential and school segregation).

- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
  a. Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
  b. Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration, trans-national migration, race)

- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
  a. Challenges associated with L1 maintenance and loss
  b. Challenges associated with various stages or phases of acculturation
  c. Issues related to an individual's legal status (e.g., documented, undocumented, refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
  d. Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
  e. Challenges associated with group stereotypes and individual variation

- Demonstrate knowledge of opportunities, challenges, and responsibilities of bilingual, multilingual, and multicultural groups and use this knowledge to provide effective instruction and equitable access to English learners.

004   Crosscultural Interaction

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).

- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).

- Apply strategies for providing authentic opportunities for English learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings and demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students. For example, explicitly teaching about:
  a. Cultural differences in communication styles
  b. Intercultural communication strategies
  c. Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
  d. Strategies that enable students to appreciate and analyze multiple perspectives
  e. Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism

- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.

- Demonstrate an understanding of how different communities and cultures view school, education, and the role of the teachers and other school personnel.

DOMAIN 2: CULTURALLY INCLUSIVE INSTRUCTION

005   The Role of Culture in the Classroom and School

- Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and a student's home culture can affect the student's learning and achievement.

- Demonstrate conceptual understanding and applied knowledge of the importance of examining how a teacher's own cultural beliefs, values, attitudes, and assumptions impact learning and achievement among students from diverse cultural backgrounds (e.g., classroom management style, teaching style, interactions with students and parents).

- Apply strategies to acquire in-depth knowledge of English learners' home cultures and cultural experiences (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).

006   Culturally Inclusive Learning Environment

- Demonstrate understanding of characteristics of culturally responsive classroom and school environments that facilitate culturally responsive accommodations to diverse communities.

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

- Apply knowledge of attitudes, practices, and strategies for creating culturally inclusive classroom and school environments and for promoting all students' achievement.

007   Family and Community Involvement

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).

- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with and learning from family members (e.g., knowledge of potential site resources for translating communications to the home, effective use of interpreters) and for involving family members in their children's learning (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).

- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).

- Demonstrate understanding of and plan strategies for involving language minority parents/ guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).

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

008   Culturally Inclusive Curriculum and Instruction

- Demonstrate understanding of features, goals, and outcomes of different approaches to multicultural curriculum reform, from additive to transformative.

- Demonstrate knowledge of content included in an effective multicultural curriculum and resources for multicultural curriculum development.

- Demonstrate conceptual understanding and applied knowledge of attitudes and instructional practices and strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds.

- Apply knowledge of cultural influences (e.g., different attitudes toward conformity and individuality, different values regarding cooperation and competition, different expectations and preferences with regard to teacher-student interactions and instructional formats) when planning and implementing instruction.

- Demonstrate understanding of how to apply knowledge of English learners' cultural backgrounds and experiences to instruction (e.g., to help contextualize language and content for students, to help students access prior knowledge).

Appendix B: 2006 CTEL Transition

Implementation of the Standards of Quality and Effectiveness for California Teachers of English Learners (CTEL)

Timeline for Implementing the CTEL Program Standards for CLAD Certification

Institutions may submit responses to the CTEL program standards any time after March 1, 2007. Before a CTEL Program may enroll candidates and begin instruction, the Committee on Accreditation (COA) must approve the program, based on a Commission-sponsored review of the document submission. In order to assist institutions in implementing the new CTEL standards, the Commission will be providing technical assistance prior to and during the implementation phase.

Activity	Time Frame
1. Institutions can submit responses to the new CTEL program standards for approval by the Committee on Accreditation after this date	After March 1, 2007
2. CTEL Program submissions received and reviewed	March 1 – ongoing
3. COA approval of CTEL Programs reviewed by expert review panel. CTEL programs will become part of the Accreditation System	June 2007 – ongoing

Timeline for Individuals Completing CLAD Coursework

Institutions currently offering coursework leading to the CLAD certificate must ensure that candidates complete all coursework under the prior guidelines no later than January 31, 2008. It is important to note that CLAD certificates issued under the prior requirements will continue to be valid for individuals who hold those documents. Therefore, it will not be necessary for holders of the CLAD Certificate to obtain the new certification.

Activity	Time Frame
1. Final Date that a candidate may complete coursework under the previous CLAD certificate guidelines	January 31, 2008