# California Teacher of English Learners (CTEL)Candidate Competencies

In the matrix below, denote the candidates’ opportunity to learn, apply, and be assessed on the competencies listed. The required course names and numbers should go across the top of the matrix, replacing the “Course Title and Number” text below. For each competency, indicate – using an I, P, or A – when the program/candidate introduces (I), practices (P), and assesses (A) each competency. Notations may occur under more than one course heading. Each notation should link to a specific place in the syllabus within that course that demonstrates that this is occurring. Please identify only the best example(s), up to four (4) for each I, P, and A.

| **Standard** | **Candidate Competencies** | **Course Title and Number 1**  | **Course Title and Number 2** | **Course Title and Number 3**  | **Course Title and Number 4**  | **Course Title and Number 5**  | **Course Title and Number 6**  | **Course Title and Number 7**  | **Course Title and Number 8**  | **Course Title and Number 9**  | **Course Title and Number 10**  | **Course Title and Number 11**  | **Course Title and Number 12**  | **Course Title and Number 13**  | **Course Title and Number 14**  | **Course Title and Number 15**  |
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| **4** | Candidates are able 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates understand language functions and variation (e.g., social functions, dialectical variations), and discourse and pragmatics so that they can be directly applied to the instruction and assessment of English Learners in order to promote their language development, communicative competence, and academic achievement.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **4** | Candidates are able 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates are able 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.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates possess a broad and deep understanding of current research-based theories, models, and processes of second language acquisition, and demonstrate their application to instructional planning and practices for teaching literacy to English learners. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates demonstrate an understanding of cognitive, linguistic, physical, affective, sociocultural, and political factors that can affect second language development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **5** | Candidates are able to analyze how cognitive, linguistic, physical, affective, sociocultural, and political factors 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates are able to develop conceptual research-based understandings of standards-based assessment of English learners’ academic progress.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates are able to analyze the role, purposes, and features of various formative and summative assessments and to evaluate the benefits and limitations of specific formal and informal assessments for use with English Learners, including evaluating assessment instruments and methods for cultural and linguistic bias. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates demonstrate how to differentiate and scaffold assessments for and to provide feedback to English Learners.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **6** | Candidates are able to interpret and use the results of assessments to help English learners achieve success in standards-based language curriculum and in content area instruction. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates possess a conceptual understanding of the historical, legal, and legislative foundations of instructional programs for English learners, including federal and state laws and policies, legal decisions, and demographic changes at the local, state, and national levels. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates understand 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates understand 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates possess conceptual and applied knowledge about the instructional planning, organization, and delivery for English Learners, including effective resource use. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **7** | Candidates demonstrate a 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). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates demonstrate knowledge of English language development research-based theories and frameworks and how to apply these theories to assist English learners with English language literacy. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates understand the theoretical goals, key features, and the effectiveness of current ELD approaches, in addition to those goals and features of instructional approaches outlined in the California Reading/Language Arts Framework (2006). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates deliver standards-based English language development instruction and English language arts instruction that are informed by assessment and appropriate for English Learners in the areas of listening and speaking, reading and writing. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates understand, apply, and evaluate key procedures used in planning and implementing SDAIE lessons, including: |
| **8** |  the use of language objectives and grade-level content objectives in the lesson |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** |  selecting and applying multiple strategies to access core content and assess  students’ prior knowledge |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** |  provide students with cognitively engaging input |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** |  to augment and/or modify content-area texts and textbooks to address English  learners’ language needs. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **8** | Candidates 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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates possess a broad and deep understanding of contemporary and historical concepts, issues, and perspectives related to culture and cultural diversity in California and the United States. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates understand 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). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates understand how cross-cultural contact and acculturation are affected by issues of power and status, psychological and social-emotional issues, and by social and economic factors. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates demonstrate an understanding of major demographic trends related to linguistic and cultural diversity, as well as current trends and features of migration and immigration in California and in the United States. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates have a conceptual understanding and demonstrate applied knowledge of cultural similarities and differences in communication styles, strategies for fostering positive cross-cultural interactions among culturally diverse students, and challenges involved in cultural contact. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **9** | Candidates analyze how knowledge can be directly applied to instruction of English Learners in order to support student development and learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate a conceptual understanding of culturally inclusive instruction and the important role that culture plays in school and classroom settings, as well as strategies on how to acquire in-depth knowledge of English learners’ home cultures and cultural experiences. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates are able to examine their own cultural beliefs, attitudes, and assumptions and evaluate how these assumptions impact student learning and achievement. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate how to apply knowledge of their own cultural beliefs, attitudes, and assumptions to create culturally inclusive learning environments in the classroom and school (e.g., setting high expectations for all students, having high levels of respect for cultural and linguistic diversity). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate understanding of culturally responsive practices that involve families and the community in decision-making processes and in students' learning. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates demonstrate an understanding of the features, goals, and outcomes of different approaches to multicultural curriculum and how to implement strategies that reflect an inclusive approach with regard to students cultural and language backgrounds. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **10** | Candidates use knowledge of culturally influenced learning styles and English learners’ cultural backgrounds and experiences to plan and implement instruction. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |