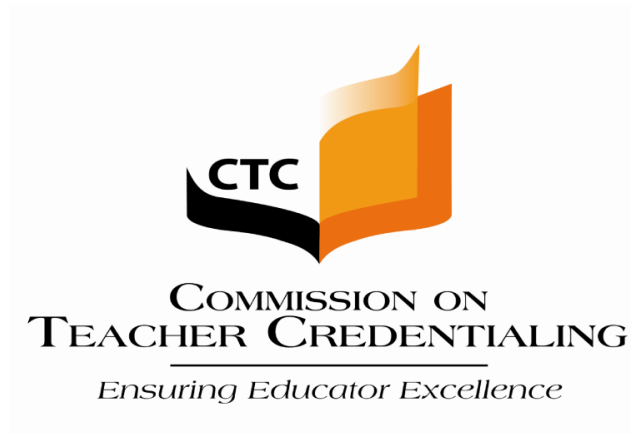


World Language: English Language Development Standards of Quality and Effectiveness for Subject Matter Programs

**A Handbook for
Teacher Educators
and
Program Reviewers**



**Standards Adopted by the
California Commission on Teacher Credentialing
State of California
1900 Capitol Avenue
Sacramento, California 95811
2012**

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2012

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Foreword: Standards for the Preparation of Teachers of World Language: English Language Development

One of the purposes of education is to enable students to learn the important subjects of the school curriculum to further their professional goals and to function effectively in work, society and family life. Each year in California, thousands of English Learner students enroll in English Language Development classes with teachers who are certified by the Commission on Teacher Credentialing to teach those classes in public schools. The extent to which English Learner students improve their English Language knowledge, skills, and abilities depends substantially on the preparation of their teachers in English Language Development and the quality and effectiveness of teaching of English Language Development in the public schools.

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 credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement. They can either complete a Commission-approved subject matter program or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code Sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

The substance and relevance of the single subject matter program standards and the validity of examination specifications (subject matter requirements) is not permanent, however. The periodic reconsideration of subject matter program standards and the need for periodic validity studies are related directly to one of the Commission's fundamental missions to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Ed Code 44225i,j, 44257, 44288).

In the early 1990s, CTC developed and adopted (a) standards for a variety of single subject matter programs and, at the same time, (b) specifications for the related single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies and resulted in program standards and examination specifications (defining the subject matter competence requirement) that were valid and closely aligned with each other. They are now being supplemented by the addition of recently adopted (2012) subject matter requirements and single subject matter program standards for World Language: English Language Development.

Establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (1988), 1422 (1992) Bergeson, and 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). As a result, the Commission took on new responsibilities for establishing high and acceptable levels of quality in teacher preparation and of competence among beginning teachers. To implement these three statutes, CTC developed new standards, subject matter requirements and other policies collaboratively with representatives of postsecondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education.

The State Board of Education adopted academic content standards and/or frameworks for California K-12 students. These standards have direct implications for the subject matter competence requirement of prospective teachers. Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998) addresses the need to require the Commission to ensure that subject matter program standards and examinations are aligned with the K-12 student academic content adopted by the State Board of Education.

The Commission appointed the English Learner Authorizations Advisory Panel in 2010 to begin the work on a new set of subject matter requirements and program standards for the content area of World Language: English Language Development. This panel spent considerable time to ensure that the new subject matter standards were grounded in, and aligned with, the academic content standards for California K-12 students. The World Language: English Language Development subject matter requirements and program standards represent the subject matter basis for a new Single Subject credential in the area of World Language: English Language Development to provide improved preparation for teachers of English Learner students in California public schools.

Standards of Program Quality and Effectiveness

Over the past 15 years CTC has thoroughly redesigned its policies regarding the preparation of education professionals and the review of preparation programs in colleges and universities. In initiating these reforms, the Commission adopted the following principles regarding the governance of educator preparation programs. The Commission asks all Single Subject Panels to apply these general principles to the development of standards for single subject matter programs.

- 1) *The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- 2) *There are many ways in which a teacher preparation program could be excellent.*
- 3) *The curriculum of teacher education plays a central role in a program's quality.*
- 4) *Teacher education programs should prepare candidates to teach the public school curriculum effectively.*

- 5) *In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- 6) *The curriculum of a teacher education program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission policies.*
- 7) *The assessment of each student's attainments in a teacher education program is a significant responsibility of the institution that offers the program.*
- 8) *The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 9) *The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- 10) *Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

The Commission fulfills one of its responsibilities to the public and the profession by adopting and implementing standards of program quality and effectiveness. While assuring the public that educator preparation meets acceptable standards, the Commission respects the considered judgments of educational institutions and professional educators and holds educators accountable for meeting state adopted standards. The premises and principles outlined above reflect the Commission's approach to fulfilling its responsibilities under the law.

Standards for Professional Teacher Preparation Programs

The effectiveness of the English Language Development curriculum in California schools does not depend entirely on the content knowledge of teachers of World Language: English Language Development. Another critical factor is the teachers' ability to *teach* English Language Development. To address the *pedagogical* knowledge and effectiveness of teachers of all content areas, the Commission in September 1998 launched an extensive standards and assessment reform that led to the development of new teacher preparation standards. In January 2004, CTC authorized an extensive field review of the draft standards for a variety of single subject content areas, including World Language. During spring 2004, these standards were amended, based on field review findings and direction from the Commission, and adopted by the Commission in May 2004. All credential program standards are updated approximately every 10 years.

The advisory panel that developed the standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for professional teacher preparation programs.
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs.
- New standards of quality and effectiveness for professional teacher induction programs.

These standards implement the structural changes in the teacher credentialing system that were called for in Senate Bill 2042 (Alpert/Mazzoni, Chapter 548, Statutes of 1998). Three significant changes enacted in this reform legislation are:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession (CSTP);
- inclusion of a teaching performance assessment in preparation programs; and
- an induction period of support and formative assessment for all first and second year teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in preparation and induction standards. Follow-up legislation in 1999, AB 1059 (Duchenev, Chapter 711, Statutes of 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

Subject Matter Programs for Prospective Teachers

In California, subject matter programs for prospective teachers may lead to, but are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the award of degrees, including baccalaureate degrees that would potentially be awarded in World Language: English Language Development. The Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in World Language: English Language Development. An applicant for a teaching credential must have earned a bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in World Language: English Language Development may or may not fulfill the Commission's standards for subject matter preparation. Completing an approved subject matter program that satisfies the standards enables a candidate to qualify for the Single Subject Credential in World Language: English Language Development.

The English Learner Authorizations Subject Matter Advisory Panel

The Commission on Teacher Credentialing asked the 2010-2011 English Learner Authorizations Advisory Panel to create new subject matter requirements and new standards of program quality and effectiveness that could be used to review and approve subject matter programs in this content area. The Commission requested the development of standards that would emphasize the knowledge, skills and perspectives that single subject teachers must have in order to teach English Language Development effectively in the public schools.

In 2010, the CTC's executive director appointed the English Learner Authorizations Advisory Panel to advise Commission staff on the development of new subject matter program standards

and examinations in this subject areas. This panel, similar to those that worked on the development of other single subject content areas during 2002-2004, consisted of:

- Classroom teachers of the subject area
- Subject area specialists in school districts, county offices of education, and postsecondary institutions
- Professors in the subject area teaching in subject matter programs
- Teacher educators
- Members of relevant professional organizations
- Members of other relevant committees and advisory panels
- A liaison from the California Department of Education.

Twenty-five panel members were appointed to the World Language: English Language Development Panel by the Commission's Executive Director. The panel began its work in early 2010 with a written “charge” describing the panel's responsibilities in developing the Subject Matter Requirements (SMRs). The SMRs are the subject-specific knowledge, skills, and abilities, which specify the content required in Commission-approved subject matter programs for teacher candidates. The SMRs were presented to the Commission for final approval at its January 2012 meeting.

Field Review Survey

The Commission's Examinations contractor, Evaluation Systems group of Pearson, Inc. conducted a field review of the proposed Subject Matter Requirements during 2011-12. Feedback from stakeholders was positive. No substantive changes were made to the Subject Matter Requirements as a result of the field review.

The World Language: English Language Development Teaching Credential

The Single Subject Teaching Credential in World Language: English Language Development authorizes an individual to teach World Language: English Language Development in departmentalized classrooms. The holder of this credential may teach at any grade level K-12, although it is anticipated that the majority of credential holders will teach classes in English Language Development in grades seven through twelve.

The Commission asked the English Learner Authorizations Advisory Panel to recommend new policies to ensure that future teachers of English Language Development are prepared to instruct all English Learners, including those who are newcomers, long term English learners, refugees, and immigrants.

Alignment of Program Standards and Performance Assessments

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for Single Subject teaching credentials may satisfy the subject matter requirement by completing approved subject matter programs or passing subject matter examinations that have

been adopted by the Commission. In 1998 Senate Bill 2042 required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence in World Language: English Language Development, the Commission asked the English Learner Authorizations Advisory Panel to develop subject matter requirements that would be consistent in scope and content with the K-12 standards and frameworks. Following extensive research and review, the Commission adopted a detailed set of *Subject Matter Requirements for Prospective Teachers of World Language: English Language Development*, which follow the standards in this handbook. College and university faculty and administrators are urged to examine these requirements as a source of information about content that is essential to include in subject matter programs.

The Commission sought to align the subject matter requirements with the program standards in each subject area. The advisory panel was asked to develop standards and subject matter requirements that are as congruent with each other as possible, to maximize the equivalence between credentials that are earned by completing programs and ones that are earned by passing examinations. Standards and examinations were developed from the same set of subject matter requirements.

Subject Matter Assessments

The Commission has used a variety of assessments to satisfy the examination option for various subject areas. In the early 1990s, the Commission developed and adopted (a) standards for subject matter programs and, at the same time, (b) specifications for the subject matter examinations. The validity of the subject matter competence requirement (i.e., program standards and examination specifications) is not permanent, however. The need for periodic validity studies of the subject matter requirement is directly related to one of the Commission's most fundamental missions: to provide a strong assurance that teaching credentials are awarded to individuals who have learned the most important knowledge, skills, and abilities that are actually needed in order to succeed in California public school teaching positions.

In the 1990s, the State Board of Education adopted K-12 student content standards and frameworks in a wide variety of content areas. Beginning in early 2003, the Commission began the process of developing assessments that were aligned with these K-12 requirements. In the spring of 2002, the Commission contracted with National Evaluation Systems, Inc. (NES®) to implement a new examination program called the California Subject Examinations for Teachers (CSET). In each of the K-12 subject areas, multiple-choice and constructed-response items were drafted based on the subject matter requirements, and reviewed and revised as needed by both the Bias Review Committee and the appropriate subject matter advisory panel.

The CSET replaced the SSAT and Praxis II examinations as the state-approved subject matter examinations in all content areas beginning in 2004.

Overview of the World Language: English Language Development Standards Handbook

Part 1 of the handbook provides context and background information about the new standards. Part 2 includes the Preconditions, the two Standards Common to All Subject Matter Programs, and the twelve Program Standards as well as the Subject Matter Requirements (SMRs) for Prospective Teachers of World Language: English Language Development. Part 3 provides information for California colleges and universities interested in offering a Commission-approved subject matter program in World Language: English Language Development.

Contributions of the English Learner Authorizations Advisory Panel

The California Commission on Teacher Credentialing is indebted to the English Learner Authorizations Advisory Panel for the successful development of *Standards of Program Quality and Effectiveness for the Subject Matter Preparation of Prospective Teachers of World Language: English Language Development*. CTC believes strongly that the standards in this handbook will improve the teaching and learning of English Language Development in California's public schools.

Feedback Invited from Handbook Users

The Commission periodically reviews its policies, in part on the basis of responses from users of the Commission's standards such as colleges, universities, school districts, county offices of education, and other professionals in the field. The Commission welcomes all comments and questions about the standards and other policies in this handbook. Please submit your correspondence to: PSDinfo@ctc.ca.gov

World Language: English Language Development (ELD) and Teacher Preparation: An Introduction by the English Learner Authorizations Advisory Panel

Subject matter programs in World Language: English Language Development (ELD) prepare teachers with the content necessary to pursue a single subject credential authorizing them to teach English Language Development (ELD) refers to the targeted coursework designed to support the process by which students identified as English learners (ELs) develop the language and literacy necessary to succeed in academic coursework across the curriculum. In California schools, an EL is defined as a K-12 student from a home where languages other than English are spoken and who, based on the state's English language proficiency assessment, has not developed the English language skills sufficient for participation in the regular school program without additional support.

ELD teachers are simultaneously responsible for supporting ELs' development of English as an additional language and preparing them to meet English Language Arts content standards or the World Language content standards. Therefore, in addition to knowledge specifically related to ELs, teaching ELD incorporates knowledge required for teaching English as a World Language and English Language Arts. Single Subject ELD teachers are authorized to teach departmentalized ELD In order to make academic instruction comprehensible for California's many students still in the process of learning English, for a number of years the state has required that *all* teachers have some fundamental knowledge about English learners, language development, and effective instructional approaches for ELs. However, EL's, particularly newcomers at the secondary level, and students who have been classified as EL for a number of years, need additional expert support. Single subject ELD teachers are prepared with the in-depth knowledge, skills, and abilities necessary to support the linguistic and academic development of ELs and to help students develop the cultural knowledge needed to navigate US schools.

In developing the subject matter standards that follow, the English Learner Authorizations Advisory Panel drew on the best available theory, research, and insights from professional practice in order to articulate the essential knowledge needed by undergraduate students wishing to pursue a World Language: ELD credential. Several premises underlie the standards:

- Students identified as English Learners represent a wide range of ages, levels of English proficiency, home languages, economic backgrounds, levels of literacy development in their home languages, and educational backgrounds. All of these factors impact the teaching, learning, and the academic achievement of ELs.
- Instruction for English Learners should be culturally relevant, building upon the substantial linguistic, cultural, and experiential resources that ELs bring to the classroom, including students' home languages and cultures.
- Developing a second language requires interacting with others and building an awareness of how the linguistic features of that language are used to accomplish different purposes with different audiences.

- Language learning does not occur in a social vacuum; it is impacted by environmental conditions in classrooms and communities related to affective factors, cultural identity, and power dynamics.
- With the appropriate support, English Learners can use their emergent language skills to engage in intellectually challenging curricula.
- ELs develop academic language and literacy by being linguistically supported in rigorous academic environments where they engage with wide a variety of oral and written registers and genres.
- Instruction for English Learners should be informed by sound theory and research, including the effective use of a wide variety of student data.
- Educators must be aware of current national and state policies related to the education of English Learners and the historical context in which these policies have evolved.

Standards of Program Quality in World Language: English Language Development

Applicable State Law

California state law authorizes the Commission on Teacher Credentialing to set standards and requirements for preparation programs (Ed Code 44225a, i, j, 44310, 44311).

Definitions of Key Terms Used in this Document

Preconditions

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. The Commission 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 if the program's quality satisfies the Commission's standards. Preconditions for the approval of subject matter programs in World Language: English Language Development are on following pages.

Standards

There are two sets of relevant standards for subject matter programs. They are as follows:

Standards Common to All

Standards Common to All reflect aspects of program quality that are the same for all subject matter programs, regardless of type of program. The institution/program sponsor must respond to the Standards Common to All by providing information and/or supporting documentation about the individual programs to be offered by the institution/program sponsor.

Subject Matter Program Content Standards

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

Preconditions for the Approval of Subject Matter Programs in World Language: English Language Development

To be approved by the Commission, a Subject Matter Program in World Language: English Language Development must comply with the following preconditions:

- (1) Each Program of Subject Matter Preparation for the Single Subject Credential in World Language: English Language Development shall prepare prospective teachers to teach English Language Development and shall include (a) a minimum of 33 semester units (or 50 quarter units) of coursework in English Language Development and in related subjects as appropriate for language development studies in California public schools; and (2) a minimum of 12 semester units (or 18 quarter units) of coursework that provides extended study of the subject as described below. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) English and English Language Development, as indicated below:
 - Knowledge of English Learners in California and the United States
 - Applied Linguistics, including English Language linguistics
 - Cultural Foundations
 - Foundations of English Learner Education in California and the United States
 - Principles of English Language Development (ELD) Instruction and Assessment
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) designed to supplement the core of the program may be offered in any or all of the following patterns:
 - A combination of related content areas within or across domains
 - A concentration in one domain
 - A concentration in any content area within a domain

Category I: Standards Common to All Single Subject Matter Programs

Standard 1: Program Design

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

Standard 2: Program Resources and Support

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

Category II: World Language: English Language Development Program Standards

Standard 3: Program Philosophy and Purpose

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

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

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

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

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

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

Standard 5: Applied Linguistics, including English Language Linguistics

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

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

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

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

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

Standard 6: Cultural Foundations

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

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

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

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

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

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

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

Standard 8: Foundations of Assessment for English Learners

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

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

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

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

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

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

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

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

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

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

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

The program requires candidates to demonstrate knowledge of state K-12 core curriculum standards and frameworks, and how these standards and frameworks relate to the content needs of English learners at different English proficiency levels. Candidates demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English Learners' access to the core curriculum across disciplines and grade levels.

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

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

World Language: English Language Development Subject Matter Alignment Matrix

The World Language: ELD Subject Matter Requirements are incorporated by reference within the Program Standards. Each World Language: ELD SMR must be included within and addressed by an approved World Language: ELD Subject matter program as part of the program application and approval process. A matrix showing each of the SMRs and indicating where each is addressed within the proposed program must be completed by the applicant for an approved World Language: ELD Subject matter program. The Alignment Matrix template is provided at the end of the handbook.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Subject Matter Requirements for Prospective Teachers of World Language: English Language Development

Content Domains for Subject Matter Understanding and Skill in World Language: English Language Development

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

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

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

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

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

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

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

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

1.2.2 Demonstrate knowledge of research on the effects of sociocultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and English, length of residence in the United States, amount of prior schooling, language planning and policies) on English Learners' academic achievement and educational attainment.

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

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

1.3 Characteristics and Typologies of English Learners

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

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

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

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

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

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

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

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

Domain 2: Applied Linguistics

2.1 The Nature of Language and Language Use

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

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

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

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

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

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

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

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

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

2.2 Language Development

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

2.2.2 Demonstrate knowledge of current research-based models of bilingual development and developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.

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

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

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

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

2.3 English Language Linguistics

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

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

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

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

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

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

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

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

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

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

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

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

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

- e. Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing)
- f. Career Technical Education (e.g., industry-specific registers and genres, technological applications)

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

Domain 3: Cultural Foundations

3.1 Cultural Perspectives and Resources

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

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

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

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

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

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

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

3.2 Cultural Influences on Learning

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

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

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

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

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

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

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

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

3.3 Roles and Influence of Families and the Community in Schooling

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

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

- a. Providing information about classroom and school policies and practices
- b. Communicating assessment results

- c. Providing guidance regarding how families can support their children's learning and language development at home, including continued use of the home languages
- d. Assisting families in making decisions concerning their children's placement and education

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

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

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

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

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

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

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

4.2 Current Features of English Learner Education in California

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

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

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

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

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

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

4.2.5 Demonstrate understanding of the similarities and differences between ELD and SDAIE, including comparing and contrasting the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE, and how they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English Learners.

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

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

4.3 Foundations of Assessment for English Learners

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

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

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

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

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

4.4 Foundations of Literacy Instruction for English Learners

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

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

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

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

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

4.5 Principles of English Language Development Instruction for English Learners

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

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

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

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

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

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

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

Domain 5: Principles of English Language Development (ELD) Instruction and Assessment to Promote Receptive and Productive Language Proficiency

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

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

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

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

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

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

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

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

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

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

5.3 Principles of English Reading Instruction and Assessment for English Learners

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

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

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

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

5.4.1 Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the

writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).

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

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

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

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

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

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

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

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

Submitting Program Proposals for a Subject Matter Preparation Program in World Language: English Language Development

A regionally accredited institution of postsecondary education that has received initial institutional approval by the Commission to offer Commission-approved programs and would like to offer a subject matter program in World Language: ELD may submit a complete program proposal to the Commission that includes the following:

- 1) Response to the Subject Matter World Language: ELD Preconditions
- 2) Response to the Standards Common To All Subject Matter Programs (Program Design, Program Resources and Support)
- 3) Response to the Subject Matter Standards for Single Subject World Language: ELD
- 4) Alignment Matrix

Information on Program Submissions

The Commission maintains a webpage that describes the submittal process and the documents necessary for all proposed new programs. Institutions should consult this webpage prior to submitting a new program proposal for review. The Initial Program Review Website is found at: <http://www.ctc.ca.gov/educator-prep/new-program-submission.html> where general submission information and alerts are posted. After accessing the Initial Program Review website, institutions can find information specific to the submission of a single subject matter program by clicking on the link titled “Eligible Institutions: New Subject Matter Program.” Individuals interested in submitting a program proposal should consult this website for information on required formatting, submission instructions, documents required, evidence that a program proposal should include, review process, and expected timelines for review.

Program proposals must provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a program participant will learn and experience, as he or she progresses through the program in terms of depth, breadth, and sequencing, and what he or she will know and be able to do at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence. Evidence and assessment tools must be incorporated to indicate how the candidate demonstrates competence.

The written text should be organized in the same format as the standard itself. Responses that do not address each portion of each standard will be considered incomplete. Responses should not merely reiterate the standard. They should demonstrate *how* the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation.

Suitable evidence will vary with each standard. Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications
- Course or module outlines, or graphic organizers showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative and summative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

Prior to submitting an initial program document, institutions should confirm that all format and content guidelines are followed and that the response to each standard is complete including;

1. Narrative Responses indicating ‘how’ the program meets each sentence of the standard.
2. Evidence clarifying ‘how’ the standards are met including course syllabi, and other documentation.
3. Specifics on ‘how’ candidate competence will be determined including assessment measures.

Subject matter programs for World Language: ELD must be approved by the Commission. The Commission meeting dates are available on the Commission web site at <http://www.ctc.ca.gov/commission/agendas-minutes.html>. In order to be placed on the Commission agenda, a prospective World Language: ELD subject matter program must have completed the review process prior to the scheduled Commission meeting. Depending upon the quality of the initial program proposal and the accompanying documentation, the review process can take from 6 months to 12 months to complete.

Review and Approval of Subject Matter Programs for World Language: ELD

Prior to being presented to the Commission for action, new subject matter programs proposed by eligible program sponsors are reviewed in relation to the Preconditions, the Standards Common to All Subject Matter Programs, Subject Matter Standards, and Alignment Matrix as provided above. The Commission considers recommendations by the staff and/or the external reviewers regarding the approval of each proposed program. After initial approval of programs, the institution/program sponsor will then participate in accreditation activities at the scheduled times for the institution including the completion of Biennial Reports, Program Assessment, and the Site Visit.

The Commission is committed to conducting a program review process that is objective and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process.

Representatives of an institution can consult directly with the Commission's professional staff regarding programs that are in preparation or under review. The staff will respond to all inquiries, acting as liaison between the review teams and the program sponsors. Representatives

of colleges and universities are restricted from direct association with the review teams for their programs.

If the review team determines that minor or technical changes should be made in a program, the responsibility for reviewing the resubmitted document rests with the Commission's professional staff. Upon submission of an updated and complete narrative, the revised program is then presented to the Commission for approval without further review by the panel.

Review of Preconditions

An institution's response to the preconditions is reviewed by the Commission's professional staff because the preconditions are based on Commission policies and do not involve issues of program quality. Preconditions are reviewed upon the institution's formal submission of a document.

Selection, Composition and Training of Program Review Teams

Review team members are selected because of their expertise in the area of English language development/English learner education. Each program must be reviewed by at least two experts. Reviewers are selected from institutions of higher education, school districts, and county offices of education, professional organizations of English learner and bilingual educators, and statewide education organizations as well as the Board of Institutional Reviewers (BIR). Because the process is a professional review, the Commission strongly encourages institutions seeking program approval to designate a faculty member to serve as a program reviewer by submitting an application to the BIR, application forms are available on the CTC website at <http://www.ctc.ca.gov/educator-prep/BIR.html>. Members are selected according to the Commission's adopted policies governing the selection of panels.

The Commission staff conducts training and calibration sessions that all reviewers must attend.

Training includes:

- The purpose and function of subject matter programs for prospective teachers of English learners.
- The Commission's legal responsibilities in program review and approval.
- The role of the reviewers in making program determinations.
- The role of the Commission's professional staff in assisting the process.
- A thorough analysis and discussion of the standards
- Alternative ways in which a standard could be met.
- An overview of review team procedures.
- Guided practice and calibration in reviewing programs
- Constructive feedback for program revision.

Review of Standards Common to All Subject Matter Programs and of Program Standards

The Commission expects the review team to evaluate responses to each standard by considering 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.

Reviewers look for the following information:

1. *Does the narrative response to the standard address “how” the standard is being met?*
2. *Does the response meet the language of the standard?*
3. *Does evidence provided support the narrative response to the standard?*

Questions

Questions about the submission process can be sent to IPR@ctc.ca.gov.

Appendix A

Essential Documents Used by the English Learner Authorizations Advisory Panel

The English Learner Authorizations Advisory Panel used a number of documents as primary resources for its work. The documents listed below were essential for the panel's use in developing the program standards ultimately adopted by the Commission.

A. Commission-Adopted Documents

- [California Teachers of English Learners \(CTEL\) KSAs](#) [PDF]
Provides the set of Knowledge, Skills, and Abilities (KSAs) for the CTEL examination and the foundation for the CTEL Program Standards
- [California Subject Examinations for Teachers: Languages other than English \(CSET:LOTE\) KSAs](#)
Provides the set of Knowledge, Skills, and Abilities (KSAs) for the CSET: World Languages examination
- [SB 1292 Guidelines](#)
These Guidelines address preparation for Career Technical Education Teachers and holders of Services Credentials with a Special Class Authorization to earn an authorization to provide Specially Designed Academic Instruction in English (SDAIE).
- [Multiple and Single Subject Teacher Preparation Program Standards \(2009\)](#) [PDF]
Standards of quality and effectiveness for the preparation of multiple and single subject teachers.
- *English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs*
<http://www.ctc.ca.gov/educator-prep/standards/SSMP-Handbook-English.pdf>
Standards of quality and effectiveness for subject matter programs for single subject English teacher candidates
- *Languages Other Than English Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs*
<http://www.ctc.ca.gov/educator-prep/standards/SSMP-Handbook-LOTE.pdf>
Standards of quality and effectiveness for subject matter programs for single subject World Language teacher candidates
- *Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential (Sept. 2001)*
<http://www.ctc.ca.gov/educator-prep/standards/AdoptedMSStandards.pdf>
Standards of quality and effectiveness for subject matter programs for multiple subject teacher candidates.

B. Other Standards Resources

- [National Board English as a New Language \(ENL\) Standards for Early and Middle Childhood](#)
Provides the National Board standards in the area of English as a New Language for early and middle childhood grades.
- [National Board ENL Standards for Early Adolescence Through Young Adulthood](#)
Provides the National Board standards in the area of English as a New Language for early adolescence and young adulthood grades.
- [NCATE/TESOL Program Standards \(2003\)](#) [PDF]
Provides the jointly-agreed standards used by NCATE relating to the area of Teaching English to Speakers of Other Languages. (Note: this is primarily a pedagogy-related set of standards)
- The K-12 student academic content standards and frameworks adopted by the California State Board of Education
<http://www.cde.ca.gov>

C. Current Research and Resources Regarding Programs and Effective Strategies for Teaching English Learners

- [Improving Education for English Learners: Research-Based Approaches](#) [PDF]
An anchor publication of the California Department of Education to assist school districts in the design, implementation, and evaluation of programs for English learners. It is intended to support educators in addressing the instructional needs of English learners through approaches such as English language development, sheltered content, and primary language, as well as cross-cultural and intercultural education interventions.
- [Improving Education for English Learners - Free Webinar Series](#) [PDF]
From October 2010 through February 2011, WestEd's Schools Moving Up hosted a free webinar series focused on English language learners, with nationally recognized researchers and professional development providers speaking on topics covered in the recent publication *Improving Education for English Learners: Research-Based Approaches*. All webinars are archived for free access.
- [Reparable Harm, Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners](#)
A new *Research and Policy Report* by Dr. Laurie Olsen outlines basic principles and promising approaches for school districts to meet the needs of English Learners more effectively. The report, an executive summary and a presentation are available to download free of charge.

D. Resources Suggested by Panel Members

- [English Language Learners and School Improvement Supports](#) [Podcast]
What we can Learn from District Practices and Implications for Policy. Presenters: Kenji Hakuta, Professor, School of Education, Stanford University and Rich Smith, Deputy Superintendent at Sanger Unified.
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Appendix B

Alignment Matrix – World Language: English Language Development (2012)

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
Domain 1: Knowledge of English Learners in California and the United States	
<p>1.1 Historical, Demographic, and Social Contexts for English Learner Education</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., settlement and resettlement patterns). b. Demonstrate understanding of current trends, features, and causes of migration and immigration (e.g., push/pull factors), including secondary migration and trans-national migration, in California and the United States. c. Demonstrate understanding of characteristics of contemporary migrants, immigrants, refugees, and U.S. born English Learners (e.g., countries of origin, home languages, destinations, levels of education, socioeconomic status, race) in California and the United States. d. Demonstrate knowledge of the experiences (e.g., issues, opportunities, contributions, responsibilities) of bilingual, multilingual, and multicultural groups in California and the United States, including challenges faced by these groups (e.g., heritage language maintenance and loss; legal status; geographic isolation; residential and school segregation; prejudice, discrimination, and 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>stereotyping; cultural contact and acculturation) and how members of these groups draw on a wide variety of resources to confront these challenges (e.g., using more than one language, establishing familial and social networks, developing strategies to access and navigate U.S. educational institutions).</p>	
<p>1.2 Historical and Current Educational Research Relating to English Learner Achievement in California and the United States</p> <p>a. Demonstrate understanding of research on and data trends in the academic achievement and educational attainment levels of different typologies of English Learners in California and the United States (e.g., redesignation/reclassification rates, English language proficiency, state/national content assessments, postsecondary eligibility, graduation rates), implications of these data on the equitable education of English Learners (e.g., access to core curriculum, achievement gap, dropout and expulsion rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education/gifted education placement, teacher quality and retention, funding and resources) and the importance of advocating for access and equity in learning.</p> <p>b. Demonstrate knowledge of research on the effects of socio-cultural and political factors (e.g., socioeconomic status, family expectations, community influences, peer relations, differential status of the home language or dialect and</p>	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>English, length of residence in the United States, amount of prior schooling, language planning and policies) on English Learners' academic achievement and educational attainment.</p> <ul style="list-style-type: none"> c. Demonstrate knowledge of research on factors in the school environment (e.g., teacher quality and preparedness, attitudes toward English Learner program and students) that influence English Learners' academic achievement and educational attainment. d. Demonstrate the ability to use appropriate technological resources to identify and access research and data on English Learners' educational status, academic outcomes, and related factors that influence student achievement. 	
<p>1.3 Characteristics and Typologies of English Learners</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of cultural, linguistic, and academic characteristics, assets, and needs of a range of English Learner typologies (e.g., well-educated newcomers, under schooled newcomers, long-term English Learners, English Learners with exceptional needs and talents). b. Demonstrate knowledge of different levels of English language proficiency as identified in the state-adopted English language development/proficiency standards. c. Demonstrate understanding of the role of English Learners' L1 proficiency and prior educational experiences in their English language development and of the assets and needs of students with limited or interrupted formal 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>education and students who are long-term English Learners.</p> <p>d. Demonstrate understanding of the importance of providing English Learners with differentiated learning experiences based on typology, L1 and English proficiency level, and prior educational experiences.</p>	
<p>1.4 Child and Adolescent Growth and Development, including Cross-Cultural Perspectives</p> <p>a. Demonstrate knowledge of the cognitive and linguistic growth and development of children and adolescents (e.g., reasoning, problem solving, cognitive ability, learning styles), including students with exceptional needs and talents, and cross-cultural perspectives on children’s cognitive and linguistic development.</p> <p>b. Demonstrate knowledge of the social, moral, and emotional growth and development of children and adolescents (e.g., personality, temperament, attachment, self-concept, identity, motivation, inhibition, attitudes, anxiety, identity), including students with exceptional needs and talents, and cross-cultural perspectives on children's social, moral, and emotional development.</p> <p>c. Demonstrate knowledge of the physical growth and development of children and adolescents (e.g., age, disability), including students with exceptional needs and talents, and cross-cultural perspectives on children’s physical growth.</p>	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
Domain 2: Applied Linguistics	
<p>2.1 The Nature of Language and Language Use</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of the components of language structure (i.e., phonology, morphology, syntax, and semantics) and how they are interrelated. b. Demonstrate knowledge of the development of languages (e.g., the classification of languages into families and branches) and the nature of language change over time (e.g., phonetic and phonological, morphological and syntactic, lexical and semantic). c. Demonstrate knowledge of similarities and differences in the linguistic structure of different languages and principles of cross-linguistic influence and resource sharing to analyze and contrast linguistic structures of English and other languages. d. Demonstrate knowledge of principles of pragmatics, including different social and academic functions of language (e.g., to inform, amuse, persuade) and how the structure of sentences is influenced by the relationship between the speaker or writer and the audience. e. Demonstrate knowledge of principles of discourse analysis, including analysis of extended oral and written texts with respect to cohesion and coherence and of textual features of different genres, registers, and styles (e.g., organization, grammatical features). f. Demonstrate an understanding of direct and indirect speech acts (e.g., commands, questions, 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>requests, and complaints).</p> <ul style="list-style-type: none"> g. Demonstrate knowledge of variation that occurs in a language (i.e., dialects and registers) and factors that affect the dialects and registers an individual uses (e.g., context or setting; speaker’s age, gender, culture, level of education, social class, occupation, geographic background). h. Demonstrate understanding that all children, except in extreme circumstances, develop the ability to use language to communicate at a young age, that every speaker of a language uses one or more dialect(s) of a language and that dialects are influenced by individuals’ geographic, class, and ethnic/racial backgrounds, communities, and identities. i. i. Demonstrate understanding of how languages are used by individuals and groups in bilingual and multilingual settings, communities, and societies (e.g., language attitudes and choice, code-switching, diglossia, language maintenance and shift). 	
<p>2.2 Language Development</p> <ul style="list-style-type: none"> a. Demonstrate understanding of current research-based theories and models of language acquisition, including similarities and differences in language acquisition (e.g., first-language acquisition, second-language acquisition, sequential bilingual development, simultaneous bilingual development, multilingual development) in various contexts. b. Demonstrate knowledge of current research-based models of bilingual development and 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>developmental processes and cognitive effects of bilingualism and biliteracy (e.g., storage and retrieval of information in the brain, development of experiential knowledge), including the role and functions of code-switching in bilingual development.</p> <p>c. Demonstrate knowledge of processes and sequences in the acquisition of a new language (e.g., productive/expressive skills vs. receptive skills, interdependence of language and content and of language domains [i.e., reading, writing, speaking, listening, and visual literacy]), including characteristic features of developmental stages of English language acquisition.</p> <p>d. Demonstrate knowledge of physical, cognitive, and affective factors that can influence English Learners’ acquisition of English (e.g., age, learning styles, motivation, personality, language identity).</p> <p>e. Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition) and in learning a new language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, and requests for clarification).</p> <p>f. Demonstrate knowledge of the role of the L1 in the acquisition of a new language (e.g., positive and negative transfer) and the importance of building on English Learners’ L1 skills as foundation for learning English (e.g., nature and</p>	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
value of cognates, role of L1 literacy skills, use of L1 in facilitating comprehensible input).	
<p>2.3 English Language Linguistics</p> <ul style="list-style-type: none"> a. Demonstrate understanding of English phonology (e.g., phonemes and allophones, intonation patterns, pitch modulation, syllable structure) and strategies for identifying English Learners’ assets and needs related to phonology. b. Demonstrate understanding of English orthography (e.g., alphabetic, sound symbol correspondence, spelling conventions) and strategies for identifying English Learners’ assets and needs related to orthography. c. Demonstrate understanding of English morphology (e.g., morphemes, roots and affixes, inflectional morphology, derivational morphology) and strategies for identifying English Learners’ assets and needs related to morphology and vocabulary. d. Demonstrate understanding of English syntax (e.g., grammatical classes and conventions, phrase and sentence structure, word order) and strategies for identifying English Learners’ assets and needs related to syntax and grammar. e. Demonstrate understanding of English semantics (e.g., idiomatic expressions, homonyms, homophones, homographs, denotative vs. connotative meaning) and strategies for identifying English Learners’ assets and needs related to semantics and vocabulary. f. Demonstrate understanding of English sociolinguistics and pragmatics and strategies for 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>identifying English Learners’ assets and needs related to sociolinguistics and pragmatics, including:</p> <ul style="list-style-type: none"> a. Pragmatic features of oral and written language (e.g., use of different registers, gestures, eye contact, physical proximity) that influence or convey meaning b. Pragmatic features of various discourse settings (e.g., classroom, social event, store, different types of correspondence) c. Factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, physical setting, relationships among participants, audience, subject matter) d. Language variation (e.g., origins and social implications of dialectal differences in English, factors that account for differences among the varieties of English) g. Demonstrate the ability to identify and analyze English Learners’ phonological, orthographic, morphological, syntactic, semantic, and pragmatic errors in English in relation to their current level of English proficiency. 	
<p>2.4 Nature and Role of Academic Language in Language Acquisition Across the Curriculum</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of students’ development of language for social and academic purposes and how both social and academic language support and promote student learning. b. Demonstrate knowledge of the characteristic features of different styles and registers used for academic and social purposes, including 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>vocabulary, formulaic expressions, grammatical features, and discourse structures (e.g., verbal and nonverbal cues, level of contextualization, tiered vocabulary, complexity of grammatical constructions).</p> <p>c. Demonstrate knowledge of discipline-specific and interdisciplinary features of academic English used within and across various content areas. For example:</p> <ul style="list-style-type: none"> a. English Language Arts (e.g., idiomatic and metaphorical expressions, time sequence discourse markers) b. History/Social Science (e.g., abstract language, complex sentence structure of historical documents) c. Science (e.g., technical vocabulary, academic text structures such as cause/effect, compare-contrast, sequence) d. Mathematics (e.g., discipline-specific terms and symbols, syntax of mathematical word problems) e. Visual and Performing Arts (e.g., discipline-specific terms and symbols, aesthetic valuing) f. Career Technical Education (e.g., industry-specific registers and genres, technological applications) <p>d. Demonstrate the ability to analyze language forms and functions in academic texts and tasks, and identify those forms and functions that may pose challenges for English Learners at different levels of English language proficiency.</p> <p>e.</p>	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
Domain 3: Cultural Foundations	
<p>3.1 Cultural Perspectives and Resources</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of major cultural concepts (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, influence of geography on cultural practices and social/political systems, interrelationship between language and culture). b. Demonstrate understanding of how cultural perspectives within the diverse cultures of the United States interact to influence the development and evolution of U.S. cultures (e.g., worldview, core beliefs, values) and how geographic features, political factors, and significant historical individuals and events have influenced the development and evolution of U.S. cultures. c. Demonstrate knowledge of cross-cultural, intercultural, and intracultural differences in cultural practices (e.g., rituals and traditions, social institutions and status, educational systems, health practices, culinary practices, patterns of work and leisure) of U.S. cultures. d. Demonstrate knowledge of products of U.S. cultures (e.g., architecture, art, literature, media, fashion) and how these cultural products exemplify cultural perspectives over time. e. Demonstrate understanding of central concepts of intercultural communication, including cultural differences in patterns of nonverbal communication (e.g., proximity, touch, eye contact, facial expressions), patterns of oral 	

Domains for World Language: English Language Development	Coursework, Assignments, Assessments
<p>discourse (e.g., conversational openings and closings, turn taking practices, use/role of silence) and patterns of written discourse (e.g., use of voice, level of formality, organizational structure).</p> <p>f. Demonstrate understanding of processes of cultural contact (e.g., assimilation, accommodation, acculturation, biculturalism) and characteristics of the stages or phases of acculturation (i.e., honeymoon, culture shock/fatigue, adjustment/adaptation, acceptance).</p> <p>g. Demonstrate understanding of the importance of educators’ use of a range of resources (e.g., print and Internet resources, observation, community resources, home visits, interviews, informal conversations, written and oral histories) to learn about the cultures of English Learners and of using this knowledge to enrich learning by capitalizing on students’ cultural experiences.</p>	
<p>3.2 Cultural Influences on Learning</p> <p>a. Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and an English Learners’ home culture can affect the student’s thinking, learning, and achievement.</p> <p>b. Demonstrate knowledge of the effects of differences in culturally influenced approaches to learning (e.g., conformity vs. individuality, cooperation vs. competition, inductive vs. deductive) on the teaching and learning of English Learners.</p> <p>c. Demonstrate understanding of the nature and role</p>	

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<p>of cultural identity in English Learners' learning and achievement and the impact of a teacher's own cultural identity, beliefs, values, attitudes, and assumptions on the teaching and learning of English Learners.</p> <ul style="list-style-type: none"> d. Demonstrate understanding of the effects of cross-cultural conflict, cultural stereotyping, and marginalization on the teaching and learning of English Learners. e. Demonstrate understanding of intercultural communication and interaction that is linguistically and culturally inclusive and responsive. f. Demonstrate understanding of factors that contribute to culturally responsive classroom and school environments that support cultural diversity and student achievement. For example: <ul style="list-style-type: none"> a. High expectations for all students b. High level of respect for cultural and linguistic diversity, including valuing and validating students' home languages and cultures c. High level of interaction among students with different backgrounds d. Infusion of multicultural perspectives throughout the curriculum e. Strong parent/guardian and community involvement in class and school activities and in school organizations and programs g. Demonstrate knowledge of principles of and approaches to multicultural education, from additive to transformative. 	

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<p>3.3 Roles and Influence of Families and the Community in Schooling</p> <ul style="list-style-type: none"> a. Demonstrate understanding of the relationship between family involvement and English Learners’ academic achievement and the important role of families as cultural and home language resources. b. Demonstrate knowledge of the importance of establishing and maintaining strong school home partnerships and communicating in a culturally respectful and linguistically appropriate manner with families (e.g., translation of written communications, effective use of interpreters) for a variety of purposes, including: <ul style="list-style-type: none"> a. Providing information about classroom and school policies and practices b. Communicating assessment results c. Providing guidance regarding how families can support their children’s learning and language development at home, including continued use of the home languages d. Assisting families in making decisions concerning their children’s placement and education c. Demonstrate knowledge of the importance of identifying and using available community resources and establishing and maintaining strong school-community partnerships to support English Learners’ learning and achievement. d. Demonstrate knowledge of the importance of providing opportunities for family and community members to contribute their knowledge and 	

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expertise in the classroom and school.	
Domain 4: Foundations of English Learner Education in California and the United States	
<p>4.1 Historical Perspectives on English Learner Education in the United States and California</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of key court cases (e.g., <i>Lau v. Nichols</i>, <i>Castañeda v. Pickard</i>, <i>Williams v. State of California</i>, <i>Ripon USD v. Commission on Professional Competence</i>) and their effects on educational programs for English Learners. b. Demonstrate knowledge of key legislation (e.g., Elementary and Secondary Education Act [ESEA], particularly Title VII of Improving America’s Schools Act of 1994 and Title III of No Child Left Behind Act of 2001 [NCLB]; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227) and its effects on educational programs for English Learners. c. Demonstrate understanding of the political foundations of educational programs for English Learners (e.g., views and attitudes about bilingualism, heritage language movement, English-only movement) and the impact of district and school philosophies on educational policies and practices for English Learners. 	
<p>4.2 Current Features of English Learner Education in California</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of current federal and state requirements for program implementation (e.g., Title III of NCLB, IDEA, Proposition 227, <i>Williams v. State of California</i> <i>Lau v. Nichols</i>, 	

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<p><i>Castañeda v. Pickard</i>).</p> <ul style="list-style-type: none"> b. Demonstrate knowledge of the expected outcomes of effective instruction for English Learners based on state and federal requirements (i.e., develop English proficiency and meet or exceed grade-level academic content standards). c. Demonstrate knowledge of the philosophy/assumptions and characteristics (e.g., placement and exit criteria, program length, class composition, language components) of various types and models of programs for English Learners in California. For example: <ul style="list-style-type: none"> a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, b. dual-language programs, heritage-language programs) Structured English Immersion (SEI) c. English-language mainstream programs with additional and appropriate support d. Demonstrate understanding of required program components for English Learners, including: <ul style="list-style-type: none"> a. English Language Development (ELD) b. Access to the core curriculum (e.g., home-language instruction/support, Specially Designed Academic Instruction in English (SDAIE), and/or content based ELD) e. Demonstrate understanding of the similarities and differences between ELD and SDAIE, including comparing and contrasting the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE, and how 	

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<p>they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English Learners.</p> <p>f. Demonstrate understanding of state-adopted English language development/proficiency (ELD/ELP) standards, their relationship to state-adopted English language arts standards, and the distinctions between English Learners’ achievement of ELD/ELP standards and their achievement of English language arts standards.</p> <p>g. Demonstrate understanding of the important role of assessment in programs for English Learners, including purposes of assessment (e.g., identification, placement, progress tracking, redesignation/reclassification) and uses of assessment data (e.g., meeting federal and state reporting requirements, evaluating student and program outcomes, identifying achievement gaps, informing instruction).</p>	
<p>4.3 Foundations of Assessment for English Learners</p> <p>a. Demonstrate knowledge of state-adopted standardized assessments for English language proficiency and content achievement (e.g., California English Language Development Test [CELDT], California Standards Tests [CST], California High School Exit Examination [CAHSEE]) and the relationship of these assessments to state ELD/ELP standards and state academic content standards.</p> <p>b. Demonstrate understanding of key indicators of quality language and content assessments (e.g.,</p>	

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<p>standards-based, valid, reliable) and of issues (e.g., cultural and linguistic bias) that can affect the validity of assessments when used with English Learners.</p> <ul style="list-style-type: none"> c. Demonstrate understanding of the roles and purposes of teacher-developed and other non-standardized assessments in ELD instruction (e.g., progress monitoring, instructional planning and evaluation). d. Demonstrate understanding of the various types of classroom assessments for English Learners (e.g., textbook assessments, curriculum-based assessments, performance assessments, teacher-created tests) and their features and limitations. e. Demonstrate understanding of the importance of using multiple methods for measuring English Learners' progress in order to enable them to demonstrate their knowledge and skills according to their English proficiency level and to participate actively in the assessment process. 	
<p>4.4 Foundations of Literacy Instruction for English Learners</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of current research-based theories in literacy development, including similarities and differences between literacy development in a first language and in an additional language. b. Demonstrate understanding of the influence of various factors in English Learners' English literacy development (e.g., L1 and English oral language proficiency, L1 literacy skills and strategies, prior knowledge and education, socio- 	

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<p>cultural context, academic language).</p> <ul style="list-style-type: none"> c. Demonstrate knowledge of the organizational structure and key characteristics of various literary texts (e.g., poetry, drama, stories) and informational texts (e.g., textbooks, essays, speeches, reference books, biographies, scientific texts). d. Demonstrate knowledge of research-based principles of effective English literacy instruction across the curriculum (Pre-K-Adult), particularly as related to meeting the literacy needs of English Learners, including adolescents. For example: e. Providing comprehensive and multidimensional instruction (e.g., thematic units, literature studies, scientific reports, inquiry and investigation of research questions using multiple resources, journal and process writing, instructional conversations, purposeful wide and varied independent reading) <ul style="list-style-type: none"> a. Integrating oral and written language activities b. Developing students oral language proficiency c. Selecting appropriate reading materials (e.g., leveled texts) d. Providing explicit instruction in phonemic awareness, phonics and word recognition skills, reading fluency (e.g., repeated oral reading practice), vocabulary (e.g., tiered vocabulary, word meanings, word learning strategies, rich and varied oral language experiences, word consciousness), and 	

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<p>reading comprehension skills and strategies</p> <p>e. Linking structures, forms, and functions</p>	
<p>4.5 Principles of English Language Development Instruction for English Learners</p> <p>a. Demonstrate knowledge of current and evolving research-based ELD approaches and their effectiveness and appropriateness for different English Learner typologies (e.g., newcomers, long-term English Learners, English Learners at different levels of home-language and/or English language proficiency, English Learners at different ages).</p> <p>b. Demonstrate understanding of key characteristics of effective ELD instruction for English Learners. For example:</p> <ul style="list-style-type: none"> a. Thematic instruction organized around both content and language learning objectives based on ELD/ELP and content standards b. Integration of language domains (i.e., listening, speaking, reading, writing, and visual literacy) c. Scaffold instruction (e.g., language modification without simplification of content or oversimplification of language, activation of students’ prior knowledge, use of the home language when appropriate, language contextualization, use of graphic organizers, use of materials that take advantage of different modalities) d. Differentiated instruction (e.g., extended 	

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<p>learning time, adjustment of the pacing of</p> <p>e. instruction, frequent comprehension checks, multiples ways to demonstrate learning)</p> <p>c. Demonstrate understanding of the importance of input, interaction, and output in the ELD classroom.</p> <p>d. Demonstrate understanding of the roles of educators and other human resources (e.g., reading specialists, special education specialists, paraprofessionals, other teachers, students, counselors, administrators, family and community members) in supporting English Learners’ learning and achievement (e.g., team teaching, tutoring, homework assistance).</p> <p>e. Demonstrate knowledge of state-adopted and state-approved textbooks and supplementary materials for ELD instruction and how these materials relate to state ELD/ELP and English language arts standards.</p> <p>f. Demonstrate understanding of the roles and purposes of a variety of instructional materials and resources (e.g., home-language and multicultural materials, books and other print media, visual aids, props, realia, manipulatives, human resources), including technological resources (e.g., Web-based media, educational software, multimedia resources), in ELD instruction for English Learners.</p>	

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Domain 5: Principles of ELD Instruction and Assessment to Promote Receptive and Productive Language Proficiency	
<p>5.1 Principles of English Aural Language Instruction and Assessment for English Learners</p> <ul style="list-style-type: none"> a. Demonstrate understanding of the role and importance of aural language development for English Learners across the curriculum. b. Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the aural language (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). c. Demonstrate knowledge of state-adopted instructional and supplementary materials, including technological resources, for promoting English Learners’ aural language development. d. Demonstrate knowledge of types of assessments commonly used to assess English Learners’ aural language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews). 	
<p>5.2 Principles of English Oral Language Instruction and Assessment for English Learners</p> <ul style="list-style-type: none"> a. Demonstrate understanding of the role and importance of oral language development for English Learners across the curriculum. b. Demonstrate knowledge of the state ELD/ELP 	

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<p>standards and English language arts standards and frameworks in listening and speaking and how these standards and frameworks relate to the oral language (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced).</p> <ul style="list-style-type: none"> c. Demonstrate knowledge of state-adopted instructional and supplementary material, including technological resources, for promoting English Learners’ oral language development. d. Demonstrate knowledge of types of assessments commonly used to assess English Learners' oral language development (e.g., state English language proficiency assessment, classroom observation of student oral interactions, structured interviews, audio or video taping). 	
<p>5.3 Principles of English Reading Instruction and Assessment for English Learners</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for reading and how these standards and frameworks relate to the reading (receptive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners’ reading development in English. c. Demonstrate knowledge of types of assessments 	

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<p>commonly used to assess English Learners' reading development (e.g., state English language proficiency assessment, diagnostic reading skills inventories, reading fluency assessments, informal reading inventory [IRI], reading logs, cloze exercises).</p>	
<p>5.4 Principles of English Composition, Writing Instruction, and Assessment for English Learners</p> <ol style="list-style-type: none"> a. Demonstrate knowledge of the state ELD/ELP standards and English language arts standards and frameworks for writing and how these standards and frameworks relate to the writing (productive) needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). b. Demonstrate knowledge of state-adopted textbooks and supplementary materials, including technological resources, for promoting English Learners' writing development in English. c. Demonstrate understanding of the importance of providing English Learners with explicit instruction in the elements of English grammar, written language conventions, and composition while emphasizing fluency and communication and of providing students with specific, timely, and consistent feedback on their written language errors when appropriate. d. Demonstrate knowledge of types of assessments commonly used to assess English Learners' writing development (e.g., state English language 	

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proficiency assessment, portfolios, rubrics, writing conferences, writing prompts).	
<p>5.5 Principles of Language Support for Academic Content Instruction and Assessment Across the Curriculum</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of state K-12 core curriculum standards and frameworks (e.g., English, Reading/Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts) and how these standards and frameworks relate to the content area needs of English Learners at different English proficiency levels (i.e., Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). b. Demonstrate knowledge of state-adopted textbooks and supplementary materials for promoting English Learners' access to the core curriculum across disciplines and grade levels. c. Demonstrate knowledge of strategies commonly used to scaffold content across the core curriculum and to make content more comprehensible to enable English Learners to successfully complete tasks that require academic language proficiency, including reading and writing across the content areas. d. Demonstrate knowledge of types of assessments commonly used to assess English Learners' content learning (e.g., state standardized achievement assessments, textbook assessments, teacher-created tests, performance assessments) and issues related to the use of content assessment with English Learners. 	

