



California
Subject
Examinations for
Teachers®

TEST GUIDE

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT SUBTEST II

Subtest Description

This document contains the World Languages: English Language Development subject matter requirements arranged according to the domains covered by Subtest II of CSET: English Language Development. In parentheses after each named domain is the domain code from the World Languages: English Language Development subject matter requirements.

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California Subject Examinations for Teachers® (CSET®)

**World Languages: English Language Development
Subtest II: Cultural Foundations; Foundations of English Learner
Education in California and the United States**

CULTURAL FOUNDATIONS (SMR Domain 3)

0001 Cultural Perspectives and Resources (SMR 3.1)

- 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, inter-cultural, and intra-cultural 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 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).
- 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).
- 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.

0002 Cultural Influences on Learning (SMR 3.2)

- 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 learner's home culture can affect the student's thinking, learning, and achievement.

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT
SUBTEST II: CULTURAL FOUNDATIONS; FOUNDATIONS OF ENGLISH LEARNER EDUCATION
IN CALIFORNIA AND THE UNITED STATES

- 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.
- c. 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, and assumptions on the teaching and learning of English learners.
- 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:
 - ◆ High expectations for all students
 - ◆ High level of respect for cultural and linguistic diversity, including valuing and validating students' home languages and cultures
 - ◆ High level of interaction among students with different backgrounds
 - ◆ Infusion of multicultural perspectives throughout the curriculum
 - ◆ 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.

0003 Roles and Influence of Families and the Community in Schooling (SMR 3.3)

- 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:
 - ◆ Providing information about classroom and school policies and practices
 - ◆ Communicating assessment results
 - ◆ Providing guidance regarding how families can support their children's learning and language development at home, including continued use of the home languages
 - ◆ 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 expertise in the classroom and school.

**WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT
SUBTEST II: CULTURAL FOUNDATIONS; FOUNDATIONS OF ENGLISH LEARNER EDUCATION
IN CALIFORNIA AND THE UNITED STATES**

FOUNDATIONS OF ENGLISH LEARNER EDUCATION IN CALIFORNIA AND THE UNITED STATES (SMR Domain 4)

0004 Historical Perspectives on English Learner Education in the United States and California (SMR 4.1)

- a. 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.
- 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.

0005 Current Features of English Learner Education in California (SMR 4.2)

- a. 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*).
- 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:
 - ◆ Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
 - ◆ Structured English Immersion (SEI)
 - ◆ English-language mainstream programs with additional and appropriate support
- d. Demonstrate understanding of required program components for English learners, including:
 - ◆ English Language Development (ELD)
 - ◆ 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 they interrelate and work together to support and facilitate ongoing language development and achievement of core content standards for English learners.

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT
SUBTEST II: CULTURAL FOUNDATIONS; FOUNDATIONS OF ENGLISH LEARNER EDUCATION
IN CALIFORNIA AND THE UNITED STATES

- f. Demonstrate understanding of state-adopted English language development (ELD) standards, their relationship to state-adopted English language arts standards, and the distinctions between English learners' achievement of ELD standards and their achievement of English language arts standards.
- 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).

0006 Foundations of Assessment for English Learners (SMR 4.3)

- a. Demonstrate knowledge of state-adopted standardized assessments for English language proficiency* and content achievement and the relationship of these assessments to state ELD standards and state academic content standards.
- b. 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.
- c. 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).
- 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.

0007 Foundations of Literacy Instruction for English Learners (SMR 4.4)

- 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, sociocultural context, academic language).
- 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).

*For example, state-adopted standardized assessments such as the California English Language Development Test (CELDT) and the California Assessment of Student Performance and Progress (CAASPP).

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT
SUBTEST II: CULTURAL FOUNDATIONS; FOUNDATIONS OF ENGLISH LEARNER EDUCATION
IN CALIFORNIA AND THE UNITED STATES

- 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:
- ◆ 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)
 - ◆ Integrating oral and written language activities
 - ◆ Developing students oral language proficiency
 - ◆ Selecting appropriate reading materials (e.g., leveled texts)
 - ◆ 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
 - ◆ Linking structures, forms, and functions

0008 Foundations of English Language Development Instruction for English Learners (SMR 4.5)

- 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).
- b. Demonstrate understanding of key characteristics of effective ELD instruction for English learners. For example:
- ◆ Thematic instruction organized around both content and language learning objectives based on ELD and content standards
 - ◆ Integration of language domains (i.e., listening, speaking, reading, writing, and visual literacy)
 - ◆ 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)
 - ◆ Differentiated instruction (e.g., extended learning time, adjustment of the pacing of instruction, frequent comprehension checks, multiples ways to demonstrate learning)
- c. Demonstrate understanding of the importance of input, interaction, and output in the ELD classroom.
- 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).

WORLD LANGUAGES: ENGLISH LANGUAGE DEVELOPMENT
SUBTEST II: CULTURAL FOUNDATIONS; FOUNDATIONS OF ENGLISH LEARNER EDUCATION
IN CALIFORNIA AND THE UNITED STATES

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