



SECTION 2

CTEL EXAMINATION KNOWLEDGE, SKILLS, AND ABILITIES (KSAs)

Introduction

The California Commission on Teacher Credentialing (CCTC) and the Evaluation Systems Group of Pearson worked closely with the English Learner Instruction Design Team (ELIDT) to design the CTET Examination. The CCTC appointed members of the ELIDT to develop and review the CTET Examination Knowledge, Skills, and Abilities (KSAs) by applying their experience instructing English learners; their understanding of the needs of English learners in California public school classrooms; and their understanding of the knowledge, skills, and abilities required of California teachers of English learners.

The results are KSAs that

- are demonstrably valid and legally defensible;
- are consistent with California public school practices and curricula for providing instruction to English learners;
- are aligned with California K–12 student academic content standards and curriculum frameworks, English-Language Development Standards for California Public Schools, SB 2042/AB 1059 teacher preparation program standards, and Teaching Performance Expectations (TPEs);
- are reflective of knowledge and skills judged important for California public school teachers to have to provide instruction to English learners;
- provide the basis for test development specialists to create appropriate test items;
- inform candidates for credentials about the knowledge, skills, and abilities eligible for assessment by the testing program;
- provide useful information to candidates as they prepare for the CTET Examination and as they interpret their test scores.

KSA Design

The components of the KSAs are described below.

Domains. Each domain represents a main content area of the examination. The domains serve to structure the content for both test preparation and reporting purposes.

Competencies. Each domain is made up of competencies. The competencies are the key elements of each domain.

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Descriptive Statements. The descriptive statements further define each competency. Descriptive statements provide more detailed information about the content that may be assessed within each competency.

The format of a KSA is illustrated below.

Domain	→	LANGUAGE STRUCTURE AND USE
Competency	→	Phonology and Morphology
Descriptive Statement	→	<ul style="list-style-type: none">• Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.

Knowledge, Skills, and Abilities (KSAs) for CTEL 1: Language and Language Development

DOMAIN 1: LANGUAGE STRUCTURE AND USE

001 Phonology and Morphology

- Demonstrate knowledge of features of English phonology (e.g., phonemes, intonation patterns, pitch, modulation), with a focus on features that may inhibit communication for different language groups.
- Analyze how English learners' aural comprehension and pronunciation may be affected when English words contain phonemes that are unfamiliar to them or that do not transfer positively from the primary language (e.g., digraphs; diphthongs; schwa; initial, medial, and final consonant clusters) and identify strategies for supporting positive transfer from the primary language and for promoting English learners' auditory discrimination and production of English phonemes (i.e., ability to distinguish, identify, and manipulate phonemes and phonological patterns).
- Apply knowledge of basic sound patterns in English reading and writing with a focus on helping English learners avoid interference from their primary language due to nontransferable features.
- Demonstrate knowledge of features of English morphology and principles of English word formation (e.g., morphemes, combining a root and affix, recognizing common roots derived from Greek and Latin that have English cognates, combining two lexical morphemes to create a compound, using inflectional endings), with a focus on English morphemes that may inhibit communication for different language groups.
- Apply knowledge of morphology in order to identify strategies, including word analysis, for promoting relevant aspects of English learners' language development (e.g., vocabulary, spelling, fluency).
- Demonstrate knowledge of phonological and morphological skills that promote fluent reading and writing (e.g., direct, systematic, explicit phonics; decoding skills including spelling patterns and sound-symbol codes [orthography]) using students' prior knowledge of L1 to promote English language development in reading and writing.

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

002 Syntax and Semantics

- Demonstrate knowledge of syntactic classes (e.g., noun, verb, adjective, preposition), syntactic rules in English (e.g., verb tense, subject-verb agreement), and English sentence patterns.
- Apply knowledge of syntactic rules and sentence patterns to provide accurate modeling of English syntax and to promote English learners' communicative competence.
- Apply strategies for identifying and addressing English learners' assets and needs related to syntax (e.g., locating and using texts to learn about the syntax of English and students' home languages, applying principles of contrastive analysis, using relevant resources in California State-adopted RLA/ELD programs; using students' prior knowledge of L1 to promote English language development).
- Analyze English words, phrases, and sentences with respect to meaning (semantics).
- Apply strategies for identifying and addressing English learners' assets and needs related to the semantically appropriate use of words, phrases, and sentences (e.g., words with multiple meanings, false cognates, idioms).
- Demonstrate understanding of how to apply knowledge of syntactic and semantic context clues to help determine meaning and resolve language ambiguities.
- Demonstrate the ability to evaluate ELD programs for adequate attention to the areas of syntax and semantics.

003 Language Functions and Variation

- Demonstrate knowledge of the different social functions of language (e.g., to inform, amuse, control, persuade).
- Demonstrate knowledge of language structures appropriate to specific academic language functions (e.g., describing, defining, explaining, comparing, contrasting, making predictions, persuading) across the content areas.
- Identify different types of variation that occur in a language (e.g., dialects, historical variation, social versus academic language) and demonstrate knowledge of why language variation evolves (e.g., reasons involving geographic, political, cultural, social, and vocational issues).
- Identify factors that influence a speaker's or writer's choice of language variation for a given discourse (e.g., the context or setting of the discourse; the speaker's age, gender, culture, level of education, social class, vocation).
- Apply strategies for identifying and addressing English learners' assets and needs related to comprehending regional dialects or other varieties of English.

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- Apply strategies for creating an instructional environment that respects English learners' home language and variety of English.
- Demonstrate the ability to evaluate ELD programs for adequate attention to social and academic language functions.

004 Discourse

- Demonstrate understanding of the way sentences relate to one another to communicate meaning (e.g., conversations, texts).
- Analyze oral and written discourse with respect to cohesion and coherence.
- Identify similarities and differences between language structures used in spoken and in written English and apply strategies for teaching oral- and written-language structures to English learners.
- Analyze text structures of different genres with respect to their language function (e.g., level of difficulty, featured language structures, writing style, complexity of syntax).
- Apply strategies for promoting English learners' communicative competence by developing their discourse competence for a wide variety of social and academic purposes (i.e., ability to engage in oral and written discourse that is fluent, cohesive, and coherent and is responsive to the other participants in a communicative act), including utilizing the speaking and writing rubrics from the state-adopted English language proficiency examination to identify areas for instructional practice.
- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English learners' discourse competence for a wide variety of social and academic purposes appropriate to their assessed English proficiency level.

005 Pragmatics

- Recognize pragmatic features of oral and written language that influence or convey meaning (e.g., use of different registers, idiomatic expressions, gestures, eye contact, physical proximity).
- Identify key pragmatic features of various discourse settings in English (e.g., the classroom, a social event, a store, different types of correspondence).
- Identify factors that affect a speaker's or writer's choice of pragmatic features (e.g., cultural and social norms, setting, goals, purpose, participants in a discourse, audience, subject matter).
- Identify strategies for promoting English learners' communicative competence by developing their verbal and nonverbal sociolinguistic competence (e.g., making the pragmatic features of the school and other settings explicit for English learners; promoting students' ability to engage in oral and written discourse that is appropriate for a given context, purpose, and audience).
- Apply strategies for identifying and addressing English learners' assets and needs related to pragmatics.
- Demonstrate the ability to evaluate ELD programs for adequate attention to developing English learners' sociolinguistic competence.

DOMAIN 2: ADDITIVE-LANGUAGE DEVELOPMENT

006 Theories, Processes, and Stages of Language Acquisition

- Analyze the significance for teaching and learning of contemporary theories of language acquisition.
- Demonstrate knowledge of cognitive processes involved in synthesizing and internalizing language rules (e.g., memorization, categorization, generalization and overgeneralization, metacognition).
- Demonstrate knowledge of similarities and differences in language acquisition (e.g., first language acquisition, second language acquisition, sequential and simultaneous bilingualism, and multilingualism), in various contexts.

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

- Demonstrate understanding of current research-based theories and models of language acquisition.
- Demonstrate knowledge of cognitive and social strategies learners use in developing an additional language (e.g., repetition, formulaic expressions, elaboration, self-monitoring, appeals for assistance, requests for clarification, code-switching, role-playing).
- Demonstrate understanding that language can be acquired in natural and/or instructed settings wherein productive and expressive skills (speaking and writing) are facilitated by the development of receptive skills (listening and reading).
- Demonstrate understanding of the development of language for social and academic purposes and the influence of social and academic language on student achievement.
- Demonstrate knowledge of the characteristic features of the stages of language acquisition and the proficiency levels of English language acquisition as identified in the state-adopted English language proficiency examination.

008 Cognitive, Linguistic, and Physical Factors Affecting Language Development

- Demonstrate knowledge of research-based cognitive, linguistic, and physical factors affecting second language development (e.g., prior knowledge, cognitive/learning styles, positive and negative language transfer, age, disabilities, lack of formal school experience).
- Analyze the pedagogical implications of cognitive, linguistic, and physical factors affecting the development of additional languages (e.g., with respect to assessing a student's language proficiency level, accessing prior knowledge, scaffolding language tasks, providing opportunities for comprehensible input and output, promoting communicative classroom interactions, monitoring students' progress, providing constructive feedback, building on students' prior knowledge of L1 to promote English language development).

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009 Affective Factors Affecting Language Development

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

010 Sociocultural and Political Factors Affecting Language Development

- Demonstrate knowledge of sociocultural and political factors affecting the development of additional languages (e.g., family expectations, acculturation patterns, value systems, elective vs. circumstantial bilingualism, multilingual environments and cultural influences, prior educational experiences, school culture and organization, differential status of the primary language or dialect and the target language, language planning and policies, community influences).
- Analyze the pedagogical implications of sociocultural and political factors for the instruction of English learners and for program organization (e.g., with respect to creating a culturally and linguistically inclusive classroom and school environment, providing culturally and linguistically inclusive instruction, respecting linguistic and cultural differences, promoting family and community involvement, evaluating program organization).

Knowledge, Skills, and Abilities (KSAs) for CTEL 2: Assessment and Instruction

DOMAIN 1: ASSESSMENT OF ENGLISH LEARNERS

001 Principles of Standards-Based Assessment and Instruction

- Demonstrate understanding of how the California English Language Development (ELD) standards support the English Language Arts (ELA) standards (e.g., as described in the section entitled "Universal Access to the Language Arts Curriculum" in the Reading/Language Arts Framework for California Public Schools, Kindergarten Through Grade Twelve).
- Demonstrate an understanding of the relationship and the distinction between English learners' achievement of ELD standards and achievement of ELA standards.
- Apply strategies for ensuring that differentiated, standards-based assessment and instruction address the needs of English learners (e.g., taking into account the range of English proficiency levels represented in the classroom; providing multiple opportunities to develop English learners' knowledge, skills, and abilities as outlined in the ELD and content standards; matching the purpose and level of an assessment to an appropriate assessment task; creating an appropriate testing environment; using multiple measures for assessing English learners' performance with respect to a given standard).
- Demonstrate understanding of how to use formative and summative assessment to design and implement differentiated, standards-based instruction (e.g., Wiggins and McTighe's "backwards" lesson planning, curriculum calibration, curriculum mapping).
- Demonstrate an ability to use ELD and content standards to design and provide differentiated instruction and assessment based on students' assessed English proficiency level.

002 Role, Purposes, and Types of Assessment

- Demonstrate knowledge of State-mandated standardized assessments (e.g., CELDT [California English Language Development Test], CAHSEE [California High School Exit Examination], CST [California Standards Tests]), including their relationship to the ELD/ELA standards, and demonstrate knowledge of the role and use of data from the state-adopted English language proficiency examination in designing, monitoring, and refining instruction and in identification, placement, and redesignation/reclassification.
- Demonstrate understanding of the role and purposes of assessment in programs for English learners (e.g., identification, placement, progress, redesignation/reclassification, diagnosis, instructional planning, program evaluation).
- Demonstrate knowledge of assessment issues related to reliability, validity, and test bias and their significance for English learners.
- Demonstrate applied knowledge of how to identify and address cultural and linguistic bias in student assessment (e.g., in relation to test administration, established norms, test content) and understand the process by which test developers work to eliminate bias.
- Demonstrate understanding of various types of classroom assessments for English learners and their purposes, features, and limitations (e.g., textbook assessments, performance-based assessments, curriculum-based assessments, authentic assessments, teacher-made tests).

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

003 Language and Content-Area Assessment

- Demonstrate knowledge of the characteristics, advantages, and limitations of various informal and formal ELD assessments (i.e., oral-language, reading, and writing assessments) and content-area assessments for English learners, and of the distinction between assessment of content and assessment of language skills.
- Demonstrate conceptual understanding and applied knowledge of how to interpret and use assessment results in the areas of oral language, reading and writing, and the content areas, including being able to identify student variations in performance that are not related to language acquisition and that may require special attention or referral (e.g., Gifted and Talented Education [GATE], Student Study Team [SST], Special Education, intervention programs).
- Demonstrate an ability to analyze student assessments and assessment results in order to modify and differentiate both language and content instruction, to plan strategies for reteaching specific content and/or skills as necessary, and to select or design classroom modifications/interventions to address individual English learners' needs.
- Apply strategies for differentiating and scaffolding ELD and content-area assessment tasks for English learners.

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

004 Foundations of Programs for English Learners

- Demonstrate understanding of the historical, legal, and legislative foundations of educational programs for English learners, including federal laws, state laws and policies, judicial decisions, and demographic changes and their effects on educational programs for English learners (e.g., No Child Left Behind Act of 2001 [NCLB], Title III; Individuals with Disabilities Education Improvement Act of 2004 [IDEA]; Proposition 227; *Williams v. State of California*, *Lau v. Nichols*).
- Demonstrate knowledge of federal and state requirements for program implementation (e.g., NCLB, Title III; IDEA; Proposition 227; *Williams v. State of California*, *Lau v. Nichols*).
- Demonstrate understanding of the political foundations of educational programs for English learners (e.g., views and attitudes about bilingualism, heritage-language movement, English-only movement).
- Demonstrate understanding of basic empowerment issues related to the education of English learners (e.g., creating a positive affective environment for all students, including English learners, in the classroom and the school; promoting inclusive parent and community involvement; valuing cultural and linguistic diversity; respecting parent program choices).
- Demonstrate understanding of equity issues related to the education of English learners (e.g., achievement gap, dropout rates, expulsion and detention rates, retention/promotion, tracking, access to AP classes, segregation, length of program, special education placement, gifted education placement, teacher qualifications, teacher retention, funding and resources) and the importance of advocating for access and equity in learning.

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- Demonstrate understanding of the impact of district and school philosophies on educational policies and practices for English learners.
- Demonstrate knowledge of the philosophy/assumptions, characteristics (e.g., placement and exit criteria, program length, class composition, language components), and research on the effectiveness of various types and models of programs for English learners in California. For example:
 - a. Alternative course of study (e.g., transitional/developmental bilingual educational programs, dual-language programs, heritage-language programs)
 - b. Structured English Immersion (SEI)
 - c. English-language mainstream programs with additional and appropriate support
- Demonstrate understanding of required program components for English learners, including:
 - a. English Language Development (ELD) (as described in the RLA Framework, "Universal Access" section)
 - b. Access to core curriculum (primary-language instruction/support, Specially Designed Academic Instruction in English [SDAIE], content-based ELD)
- Use assessment to identify appropriate program components for individual English learners (based on English language proficiency, prior formal schooling, length of time at a given CELDT proficiency level, and current grade level).
- Demonstrate understanding of the similarities and differences between ELD and SDAIE (e.g., compare and contrast the goals, purposes, features, benefits, and limitations of ELD, content-based ELD, and SDAIE) and how they interrelate and work together to provide maximum and continuing language development and achievement of core content standards for English learners.
- Demonstrate knowledge of parent notification rights regarding program options for English learners (e.g., waiver process) and how to communicate such rights in an appropriate and effective medium (e.g., bilingual phone calls, home visits, primary language materials, videos).

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005 Foundations of English Language Literacy

- Demonstrate understanding of links between oral and written language and an ability to use oral language proficiency to promote literacy and vice versa.
- Demonstrate understanding of personal factors affecting English language literacy development (e.g., L1 literacy level; transfer of L1 literacy; prior knowledge, education, and background experiences; level of English language proficiency; vocabulary knowledge; motivation).
- Demonstrate understanding of pedagogical practices affecting English language literacy development across the curriculum. For example:
 - a. utilizing English learners' prior knowledge to promote English language development in reading and writing
 - b. creating a language-rich environment
 - c. providing a balanced, comprehensive reading program
 - d. planning meaningful and purposeful literacy activities
 - e. using standards-based thematic unit organization
 - f. selecting appropriate reading materials
 - g. providing organized, systematic, explicit instruction in key skills
 - h. adapting instruction and materials to meet the special needs of English learners
 - i. scaffolding literacy activities
 - j. integrating listening, speaking, reading, and writing
 - k. linking frames, forms, and functions
 - l. linking language to content and culture
 - m. using tiered vocabulary strategies for students as appropriate to their English language proficiency levels
- Demonstrate knowledge of effective approaches and scaffolding strategies that can be used to develop English learners' reading and writing proficiency in English across the curriculum (e.g., Language Experience Approach, frontloading vocabulary and language functions, interactive journals, shared reading, learning logs, process writing, graphic organizers, pre-reading activities).
- Demonstrate knowledge of instructional issues relating to long-term English learners, including the role of oral language development and academic language development in promoting student achievement across the curriculum and appropriate placement of long-term English learners in instructional programs.

006 Instructional Planning and Organization for ELD and SDAIE

- Demonstrate understanding of levels of English language development and their significance for instructional planning, organization, and delivery for ELD and SDAIE.
- Demonstrate an ability to develop lesson objectives and assessments addressing both ELD and content standards appropriate to English learners' English language proficiency and grade levels, including addressing the particular needs of long-term English learners.
- Demonstrate knowledge of how to use different student-grouping strategies for different purposes (e.g., language development, conceptual development, classroom community building) with both individual and group accountability, including using grouping as described in the RLA Framework, "Universal Access" section.
- Demonstrate understanding of the importance of organizing daily ELD instruction around meaningful standards-aligned concepts and balancing direct (explicit) instruction with student-centered learning.

- Demonstrate knowledge of how to create a physical setting that supports student interactions (e.g., through the arrangement of the space), provides a language-rich environment (e.g., through the display and use of a variety of print materials in the primary language and English), and offers stimuli for conversations (e.g., through the display and use of content-related objects such as prints, maps, puzzles, and artifacts).
- Demonstrate understanding of how to use team teaching, peer tutoring, educational technologies, and working with bilingual paraprofessionals to support student learning.
- Apply strategies for involving families and the community and for establishing connections between the school and home to promote student achievement.

007 Components of Effective Instructional Delivery in ELD and SDAIE

- Apply strategies for identifying the difficulty level of the academic language required for a given language or content-area task (e.g., Cummins's four quadrants).
- Apply scaffolding strategies for providing English learners with support to enable them to successfully complete tasks that require academic language proficiency. For example:
 - a. Modifying language without simplification (e.g., modifying vocabulary, speed, stress, intonation), including use of paraphrasing and repetition
 - b. Activating students' prior knowledge
 - c. Using the primary language to facilitate learning
 - d. Contextualizing language (e.g., embedding language in an understandable context)
 - e. Using media, technological resources, and other visual supports
 - f. Using realia, manipulatives, and other hands-on materials that take advantage of other modalities
 - g. Using formative and summative assessment and reteaching
- Apply strategies for checking for comprehension during instruction, including monitoring comprehension frequently, checking for different levels (i.e., literal, inferential, and evaluative) of comprehension, and using effective questioning techniques (e.g., providing sufficient wait time, framing questions appropriately, using different question types for students with different linguistic needs).
- Apply knowledge of how to provide explicit instruction in learning strategies (e.g., metacognitive, metalinguistic).
- Apply knowledge of how to provide explicit instruction in content-specific discourse skills (e.g., procedural and declarative vocabulary, forms/functions, genres, tasks).

008 Effective Resource Use in ELD and SDAIE

- Demonstrate knowledge of how to select and use culturally responsive, age-appropriate, and linguistically accessible materials and resources that are suitable to English learners' developing language and content-area abilities, including use of materials in the primary language.
- Apply strategies for modifying age- and grade-level appropriate materials and resources to meet the cognitive, linguistic, cultural, and academic needs of English learners.
- Demonstrate understanding of the importance of and strategies for using an appropriate variety of multicultural materials for language and content-area learning, including books and other print media, visual aids, props, realia, manipulatives, materials that access other modalities, and human resources.

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

DOMAIN 3: APPROACHES AND METHODS FOR ELD AND CONTENT INSTRUCTION

009 ELD—Approaches and Methods

- Demonstrate knowledge of theoretical bases, goals, key features, and effectiveness of current and evolving research-based ELD approaches.
- Demonstrate understanding of the importance of emphasizing meaningful and purposeful communicative interactions (both oral and written) to promote English learners' language development and content-area learning and demonstrate knowledge of strategies for promoting communicative interactions (both oral and written) among students, especially with respect to academic language and literacy across the curriculum.
- Demonstrate understanding of the importance of using implicit and explicit instruction appropriately with regard to error correction and grammar development (e.g., emphasizing fluency and communication, recognizing when students may benefit from explicit instruction).
- Demonstrate understanding of how to implement content-based ELD (e.g., integrating ELD standards into content teaching across the curriculum; selecting meaningful subject matter; using appropriate grade-level and interdisciplinary content, vocabulary, and discourse skills).
- Demonstrate understanding of approaches designed to meet the needs of a range of English learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5).

010 ELD—Listening and Speaking

- Demonstrate understanding of the relationship between the ELD and ELA standards in listening and speaking and how to apply these standards for English learners at different proficiency levels (i.e., Emerging, Expanding, and Bridging) and typologies of English learners (e.g., long-term English learners, underschooled English learners, Generation 1.5).
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in listening and speaking as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination listening and speaking component, including:
 - a. Comprehension (e.g., listening to stories and information and responding appropriately using both verbal and nonverbal responses; listening for main ideas, details, and sequences; listening for implied meaning; applying knowledge of vocabulary, idiomatic expressions, discourse markers, organization, and tone)
 - b. Comprehension, organization, and delivery of oral communication (e.g., listening and responding appropriately in different contexts; making oneself understood when speaking by using standard English grammatical forms, sounds, intonation, pitch, and modulation; applying strategies for initiating and negotiating conversations; applying strategies for varying speech according to purpose, audience, and subject matter; retelling stories and conversations; restating ideas from oral presentations; participating in conversations with peers and adults; delivering oral presentations)
 - c. Analysis and evaluation of oral and media communications (e.g., responding orally to questions, identifying types of media such as software, video, Internet) and assessing the appropriateness of different media as instructional tools for English learners
- Demonstrate knowledge of strategies for facilitating English learners' listening comprehension and speaking skills across the curriculum (e.g., frontloading key vocabulary and language functions, preteaching, chunking of information, schema-building, brainstorming questions prior to a presentation, debriefing after a presentation).
- Demonstrate knowledge of strategies for promoting structured student interaction (e.g., cooperative learning; pair-work, small-group, and whole-class discussions; role-plays; interviews).

011 ELD—Reading and Writing

- Demonstrate understanding of the relationship between the ELD and ELA standards in reading and how to use these standards for English learners at different proficiency levels (i.e., Emerging, Expanding, and Bridging) and typologies of English learners (e.g., long-term English learners, underschooled English learners, Generation 1.5).
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in reading as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination reading component, including:
 - a. Systematic vocabulary development (e.g., applying word recognition skills, using content-related vocabulary, recognizing multiple-meaning words, applying knowledge of text connectors, recognizing common abbreviations, using a dictionary, using morphemes and context to understand unknown words) and approaches to developing and expanding English learners' vocabulary (e.g., definitional, structural, contextual, categorical, mnemonics)
 - b. Word analysis (e.g., concepts about print; phonemic and morphemic awareness; vocabulary and concept development; decoding; word recognition, including structural analysis, recognition of cognates, and other word identification strategies) with a focus on meaning
 - c. Fluency (e.g., oral rehearsal and practice; reading aloud with appropriate pacing, intonation, and expression; applying word recognition skills)
 - d. Reading comprehension (e.g., features, structures, and rhetorical devices of different types of texts; comprehension and analysis of grade-level-appropriate texts; identifying fact and opinion; identifying cause and effect; using a text to draw conclusions and make inferences; describing relationships between a text and one's own experience; evaluating an author's credibility)
 - e. Literary response and analysis (e.g., narrative analysis of grade-level-appropriate texts, structural features of literature, literary criticism)
- Demonstrate understanding of the relationship between the ELD and ELA standards in writing and how to use these standards for English learners at different proficiency levels to support achievement of the standards.
- Demonstrate understanding of the use of a variety of fiction and nonfiction genres and multicultural texts that reflect and expand the larger cultural context of students as appropriate to the student's English proficiency level.
- Demonstrate conceptual understanding and applied knowledge of strategies for promoting students' knowledge, skills, and abilities related to the ELD and ELA standards in writing as described in the RLA Framework and emphasized in the state-adopted English language proficiency examination writing component, including:
 - a. Writing strategies and applications (e.g., penmanship development; the writing process, including organization, focus, evaluation, and revision; peer review; applying research and technology)
 - b. Using writing that reflects purpose, speaker, audience, and form across different writing genres (e.g., narrative, expository, persuasive, descriptive) and different content disciplines
 - c. English language conventions (e.g., capitalization, punctuation, sentence structure, grammar, spelling)

012 Specially Designed Academic Instruction in English (SDAIE)

- Demonstrate understanding of key procedures used in planning SDAIE lessons. For example:
 - a. Include language objectives and grade-level content objectives in the lesson, including objectives relating to academic language and literacy.
 - b. Determine task complexity and amount of scaffolding required.
 - c. Select multiple strategies to access and assess students' prior knowledge.
 - d. Identify strategies for creating background knowledge.
 - e. Identify ways to provide students with cognitively engaging input (both oral and written) with contextual support (e.g., visuals, manipulatives, realia, primary-language support, paraphrasing, focus questions).
 - f. Identify ways to use modeling and multiple opportunities for guided and independent practice to achieve content and language objectives, including carefully scaffolding interactions (e.g., teacher-student, student-student, student-text).
 - g. Identify ways to promote students' active language use with respect to the lesson's content (e.g., using the primary language, cooperative learning tasks).
 - h. Identify ways to integrate reading/writing/listening/speaking skills across the curriculum.
 - i. Identify ways to incorporate the 4 Cs of Creativity, Critical Thinking, Collaboration, and Communication.
 - j. Select multiple strategies to assess students' mastery of language objectives and grade-level content objectives (including using authentic assessment) and scaffold assessment tasks when necessary.
- Demonstrate understanding of key strategies used in implementing SDAIE lessons. For example, scaffolding strategies that:
 - a. Access English learners' prior knowledge (e.g., concepts, vocabulary) related to a lesson, including using an additive cultural approach.
 - b. Contextualize a lesson's key concepts and language (e.g., using materials, resources, and activities to support contextualization).
 - c. Modify and augment state-adopted content-area textbook(s) to address English learners' language needs, including the incorporation of L1 resources.
 - d. Demonstrate or model learning tasks.
 - e. Use questions to promote critical-thinking skills (e.g., analytical and interpretive questions).
 - f. Provide English learners with explicit instruction in metacognitive and cognitive strategies (e.g., debriefing, using text features, using self-evaluation and reflection).
 - g. Develop English learners' academic language (e.g., frontloading vocabulary).
 - h. Provide clear models of expected performance outcomes.
 - i. Transform text from one genre to another genre.
 - j. Provide opportunities for English learners to engage in analysis and interpretation of text, both oral and written.
 - k. Provide English learners with opportunities to learn and use forms of English language necessary to express content-specific academic language functions (e.g., analyzing, comparing, persuading, citing evidence, making hypotheses).
 - l. Provide authentic opportunities for English learners to use the English language for content-related communicative purposes with both native and nonnative speakers of English.
 - m. Assess attainment of lesson content using multiple modalities (e.g., verbal, nonverbal).
 - n. Provide comprehensible and meaningful corrective and positive feedback to English learners.
- Apply knowledge of procedures and strategies used in SDAIE to plan, implement, and evaluate SDAIE lessons that are effective in developing English learners' academic language and content-area knowledge and skills and in leading them to full English language proficiency.
- Demonstrate understanding of approaches designed to meet the needs of the range of English learner typologies (e.g., long-term English learners, underschooled English learners, Generation 1.5).

Knowledge, Skills, and Abilities (KSAs) for CTEL 3: Culture and Inclusion

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

001 Cultural Concepts and Perspectives

- Demonstrate understanding of concepts and perspectives used in defining culture (e.g., cultural universals, cultural relativism, ethnocentrism, cultural pluralism, cultural congruence, impact of geography on cultural forms and practices, intragroup and intergroup differences).
- Demonstrate understanding of external and internal elements of culture and how they exemplify cultural perspectives. For example:
 - a. External elements of culture (e.g., shelter, clothing, food, arts and literature, religious structures, government, technology, language)
 - b. Internal elements of culture (e.g., values, customs, worldview, mores, beliefs and expectations, rites and rituals, patterns of nonverbal communication, social roles and status, gender roles, family structure, patterns of work and leisure)
- Apply strategies for analyzing the significance of and responding to student diversity in relation to external and internal elements of culture.
- Demonstrate understanding of historical and contemporary perspectives on cultural diversity and multicultural education with a focus on how student interaction and grouping patterns are affected by:
 - a. Issues of power and status
 - b. Impact and interplay of demographic trends
 - c. Bias and discrimination with regard to inter- and intragroup differences, including social class, age, gender, occupation, education level, geographic isolation, race, U.S.-born versus immigrant status, sexual orientation, and special needs
- Demonstrate understanding of political and socioeconomic factors affecting English learners and their families (e.g., parents'/guardians' voting and citizenship status, family income and employment, housing, health care availability, parents'/guardians' level of educational attainment).
- Demonstrate knowledge of practical applications of current research and research-based theories related to cultural factors that influence the achievement of English learners.

002 Cultural Contact

- Demonstrate understanding of differences among various processes of cultural contact (e.g., assimilation, acculturation, biculturalism, accommodation).
- Demonstrate understanding of psychological and social-emotional issues involved in experiencing different cultures (e.g., culture shock, psychological distance).
- Demonstrate understanding of stages or phases of acculturation (e.g., honeymoon, culture fatigue/shock, adjustment/adaptation, acceptance) and the features associated with each phase.
- Demonstrate understanding of factors that promote or impede adjustment to different cultures.
- Analyze English learners' experiences in relation to concepts of cultural contact and apply related knowledge to educational contexts (e.g., problem solving, student interactions, conflict resolution).

003 Cultural Diversity in California and the United States

- Demonstrate knowledge of major historic and current demographic trends related to the cultural and linguistic diversity of California and the United States (e.g., primary languages spoken by English learners, settlement patterns and their influence on residential and school segregation).
- Demonstrate understanding of current trends and features of migration and immigration in California and the United States. For example:
 - a. Contemporary causes of migration and immigration (e.g., push/pull factors), both voluntary and forced
 - b. Characteristics of contemporary migrants and immigrants (e.g., countries of origin, destinations, levels of education, socioeconomic status, native languages, secondary migration, trans-national migration, race)
- Demonstrate understanding of important issues and challenges faced by culturally and linguistically diverse groups in California and the United States. For example:
 - a. Challenges associated with L1 maintenance and loss
 - b. Challenges associated with various stages or phases of acculturation
 - c. Issues related to an individual's legal status (e.g., documented, undocumented, refugee), including the relationship of individuals to their nation of origin and types/availability of support networks and services
 - d. Societal and intragroup challenges to culturally and linguistically diverse groups (e.g., prejudice and discrimination, economic challenges, interactions between newcomers and U.S.-born members of the same cultural group)
 - e. Challenges associated with group stereotypes and individual variation
- Demonstrate knowledge of opportunities, challenges, and responsibilities of bilingual, multilingual, and multicultural groups and use this knowledge to provide effective instruction and equitable access to English learners.

004 Crosscultural Interaction

- Demonstrate understanding of cultural differences in patterns of nonverbal communication (e.g., distance between speakers; eye contact; gestures; touching; facial expressions, including smiles).
- Demonstrate understanding of cultural differences in oral discourse patterns and practices (e.g., ways conversations open and close, timing of responses, turn-taking practices, volume of voice, use/role of silence) and cultural differences in written discourse (e.g., style of argumentation, use of voice, formality level, organizational structure).
- Apply strategies for providing authentic opportunities for English learners to use the English language for communicative purposes with both native and nonnative speakers of English in both social and academic settings and demonstrate conceptual understanding and applied knowledge of how to facilitate positive interactions among culturally diverse students. For example, explicitly teaching about:
 - a. Cultural differences in communication styles
 - b. Intercultural communication strategies
 - c. Strategies for resolving cultural conflicts (e.g., conflict resolution strategies)
 - d. Strategies that enable students to appreciate and analyze multiple perspectives
 - e. Strategies for helping students become aware of the concepts of ethnocentrism and cultural relativism
- Demonstrate an ability to analyze schools' and classrooms' implicit cultural values and preferences and their differential impact on students from diverse cultural groups.
- Demonstrate an understanding of how different communities and cultures view school, education, and the role of the teachers and other school personnel.

DOMAIN 2: CULTURALLY INCLUSIVE INSTRUCTION

005 The Role of Culture in the Classroom and School

- Demonstrate understanding of the important role culture plays in the classroom and the school and how the degree of congruence between the school/classroom culture and a student's home culture can affect the student's learning and achievement.
- Demonstrate conceptual understanding and applied knowledge of the importance of examining how a teacher's own cultural beliefs, values, attitudes, and assumptions impact learning and achievement among students from diverse cultural backgrounds (e.g., classroom management style, teaching style, interactions with students and parents).
- Apply strategies to acquire in-depth knowledge of English learners' home cultures and cultural experiences (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).

006 Culturally Inclusive Learning Environment

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

007 Family and Community Involvement

- Demonstrate understanding of family and community involvement with regard to culturally inclusive curriculum and instruction (e.g., rationale for and outcomes of family and community involvement, roles of family and community members in planning and implementing culturally inclusive curriculum and instruction).
- Demonstrate understanding and apply knowledge of culturally responsive strategies for communicating with and learning from family members (e.g., knowledge of potential site resources for translating communications to the home, effective use of interpreters) and for involving family members in their children's learning (e.g., using observations, community resources, home visits, interviews, informal conversations, written and oral histories).
- Demonstrate understanding and apply knowledge of strategies for involving community members in the classroom and school (e.g., providing insight about different cultural, religious, and linguistic traditions; sharing content expertise).

- Demonstrate understanding of and plan strategies for involving language minority parents/guardians and community members in school governance and decision-making processes (e.g., serving on district and school committees).
- Demonstrate understanding and apply knowledge of strategies for addressing conflicts related to differences in cultural values among students, teachers, parents/guardians, and/or the community.

008 Culturally Inclusive Curriculum and Instruction

- Demonstrate understanding of features, goals, and outcomes of different approaches to multicultural curriculum reform, from additive to transformative.
- Demonstrate knowledge of content included in an effective multicultural curriculum and resources for multicultural curriculum development.
- Demonstrate conceptual understanding and applied knowledge of attitudes and instructional practices and strategies that reflect an inclusive approach with regard to students' cultural and language backgrounds.
- Apply knowledge of cultural influences (e.g., different attitudes toward conformity and individuality, different values regarding cooperation and competition, different expectations and preferences with regard to teacher-student interactions and instructional formats) when planning and implementing instruction.
- Demonstrate understanding of how to apply knowledge of English learners' cultural backgrounds and experiences to instruction (e.g., to help contextualize language and content for students, to help students access prior knowledge).