

CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL) PROGRAM
California State University, Northridge
CTC-approved and resulting in the CLAD Certificate

Coursework and Requirements

Courses: 12 units total

- | | |
|---|--|
| 1. ENGL 301 | Language and Linguistics (3 units) |
| 2. AAS/ELPS/ARMN/CHS or PAS 417 | Equity and Diversity in Schools (3 units) |
| 3. CHS 433
or
LING 427 | Language Acquisition of the Chicana/o and
Other ESL Speakers (3 units)
Languages in Contact (3 units) |
| 4. SED 525ESL (before Fall 2011)
or
SED 529 (beginning Fall 2011) | Methods of Teaching English as a Second
Language (3 units)
Teaching English Learners in Multiethnic
Secondary Schools |

Other requirements:

- | | |
|-----------|---|
| Portfolio | Collection of artifacts and write-ups from your
coursework (See below for details) |
| GPA | Maintain a 3.0 with no grades lower than a
“C”. |

IMPORTANT NOTES

- ✚ Admission to the Certificate Program is required prior to enrollment in courses. Please contact the Credential Office at (818) 677-2586 or email them at credprep@csun.edu or see a Credential Office staff member in ED 103.
- ✚ GPA for Admission: An overall cumulative GPA of 2.75 is required.
- ✚ A maximum of 3 units taken at a prior University may be considered for substitution. SED 525ESL/SED 529 may not be substituted. All courses, those on campus and those considered for substitution, must meet the catalog requirement of not being older than seven years at the completion of the program. A course substitution form is available at <www.csun.edu/coe/cred/forms>.
- ✚ Courses may be taken in any order, but SED 525ESL/SED 529 is recommended in the final semester.

CERTIFICATE REQUEST

Candidates who are completing their program requirements at CSU, Northridge may submit their Certificate Request to the Credential Office during the final weeks of their final semester of program completion.

California State University, Northridge Instructions for CTEL Program Exit Portfolio

CTEL candidates are required to demonstrate their knowledge, skills, and abilities in teaching English learners in the major domains of the California Teachers of English Learners (CTEL) Program Standards. At CSU Northridge, candidates' demonstration of these domains is through successful completion of Portfolio Tasks 1-4, below.

Please provide a cover page with the title 'CTEL Program Exit Portfolio,' as well as your full name, CSUN student number, email address, and date. The cover page is then to be followed by your responses to the four tasks below. Please place the commentary before the lesson plan.

1. Create or select from the work you submitted in SED 525ESL or SED 529, or CHS 433 or LING 427, a one- or two-day lesson plan for a Level 1 or Level 2 ELD class. For this lesson, write a 2-3 page (double-spaced) commentary that addresses the following:
 - A. Describe the school/class/students and instructional context (unit/curriculum) of the lesson.
 - B. Describe a key strategy or approach in the lesson and explain why it is an effective choice for these students.
 - C. Describe a key aspect or aspects of language use or language structure addressed in the lesson, drawing on information learned across the program.
 - D. Explain thoroughly how the lesson demonstrates your knowledge of second language development, again using learning from across the program.

2. Create or select from the work you submitted in SED 525ESL or SED 529, or CHS 433 or LING 427, a one- or two-day lesson plan for a SDAIE content area class. For this lesson, write a 2-3 page (double-spaced) commentary that addresses the following:
 - A. Describe the school/class/students and instructional context (unit, curriculum) of the lesson.
 - B. Describe a key strategy or approach in the lesson and explain why it is an effective choice for these students.
 - C. Describe a key aspect or aspects of language use or structure addressed in the Lesson, drawing on learning from across the program.
 - D. Explain thoroughly how the lesson demonstrates your knowledge of specially-designed academic instruction (SDAIE).

3. Create or select from the work you submitted in SED 525ESL or SED 529, AAS/CHS/ELPS 417, or CHS 433 or LING 427, a one- or two-day multicultural lesson plan for an ELD class or a class in your subject area. For this lesson, write a 2-3 page (double-spaced) commentary that addresses the following:
 - A. Describe the school/class/students and instructional context (unit, curriculum) of the lesson.
 - B. Describe a key strategy or approach in the lesson and explain why it is an effective choice for these students.

- C. Describe a key aspect or aspects of language use or structure addressed in the Lesson, drawing on information learned across the program.
 - D. Explain how the lesson demonstrates your knowledge of culturally inclusive instruction.
4. Create or select from the work you created for SED 525ESL or SED 529, or CHS 433 or LING 427, an informal assessment intended for English learners. Write a 2-3 page (double-spaced) commentary that addresses the following:
- A. Describe the school/class/students and instructional context (unit, curriculum) for this assessment.
 - B. Describe the assessment, explain its purpose, and tell why it is an appropriate assessment for the students identified.
 - C. Describe a key aspect or aspects of language use or structure addressed in the Assessment, drawing on information learned across the program.
 - D. Explain thoroughly how you will score the assessment, and provide examples of the types of feedback you would give to students.
 - E. Explain the information the assessment will provide you about student Learning. In what ways will the assessment outcomes influence future teaching decisions?

Deadlines for Portfolio Submission

Candidates submit their completed CTEL Program Exit Portfolio for the fall semester by the second Friday of December or for the spring semester by the second Friday of May. CTEL Exit Portfolios are to be brought to Dr. Clara C. Park, Director of CTEL/CLAD Certificate Program in ED 3114, in the Education Building. Candidates completing in summer should contact Dr. Clara C. Park at clara.park@csun.edu to establish a deadline.

To see the portfolio scoring rubric, please continue.

CELT Portfolio Scoring Rubric
Department of Secondary Education
California State University, Northridge

Candidate's Name
Candidate's CSUN ID #

Portfolio Score _____ **Pass* or Rewrite***

<p>1. ESL Level 1 or 2 Lesson Plan</p>	<p>5-Outstanding The lesson is effectively planned and sequenced; all required elements of the write-up are thorough and clear; the lesson and write-up demonstrate exceptional understanding of language use or structure and of second language development.</p>	<p>4-Strong The lesson is well planned and sequenced; required elements of the write-up and the plan are clear and demonstrate a strong understanding of language use or structure and of second language development.</p>	<p>3-Satisfactory The lesson plan is satisfactory, though less detailed or clearly ordered than a 4 or 5. The lesson or write-up demonstrate an adequate understanding of language use or structure, as well as second language development.</p>	<p>2 – Marginal The lesson plan has one or more weaknesses; the plan or write-up may demonstrate a limited or sometimes inaccurate understanding of language use or structure or of second language development.</p>	<p>1- Unsatisfactory The lesson plan is seriously flawed; the plan or write-up may be incomplete or missing elements or may demonstrate an unsatisfactory understanding of language use or structure or of second language development.</p>
<p>2. SDAIE Content Class Lesson Plan</p>	<p>5-Outstanding The lesson is effectively planned and sequenced; all required elements of the write-up are thorough and clear; the plan and write-up demonstrate exceptional understanding of language use or structure and of specially designed academic instruction.</p>	<p>4-Strong The lesson is well planned and sequenced; required elements of the write-up are complete and clear; and they demonstrate a strong understanding of language use or structure and of specially designed academic instruction</p>	<p>3-Satisfactory The lesson plan is satisfactory, though less detailed or clearly ordered than a 4 or 5. The plan and write-up demonstrate an adequate understanding of language use or structure and of specially-designed academic instruction.</p>	<p>2- Marginal The lesson plan has one or more weaknesses; the plan or write-up demonstrate a limited or sometimes inaccurate understanding of language use or structure or of specially designed academic instruction.</p>	<p>1-Unsatisfactory The lesson plan is seriously flawed; the plan or write-up may be incomplete or missing elements or it may demonstrate an unsatisfactory understanding of language use or structure or of specially designed academic instruction.</p>
<p>3. ELD or Content Class Multicultural Lesson Plan</p>	<p>5-Outstanding The lesson is effectively planned and sequenced; all required elements of the write-up are thorough and clear; the plan and write-up demonstrate exceptional understanding of language use or structure, as well as culturally inclusive</p>	<p>4-Strong The lesson is well planned and sequenced; required elements of the write-up are complete and clear; the plan and write-up demonstrate a strong understanding of language use or structure, as well as culturally inclusive instruction.</p>	<p>3-Satisfactory The lesson plan is satisfactory, though less detailed or clearly ordered than a 4 or 5. The plan and write-up demonstrate an adequate understanding of language use or structure, as well as culturally inclusive instruction.</p>	<p>2-Mariginal The lesson plan has one or more weaknesses; the plan or write-up demonstrates a limited or sometimes inaccurate understanding of language use or structure or of culturally inclusive instruction.</p>	<p>1-Unsatisfactory The lesson plan is seriously flawed; the write-up may be incomplete or missing major elements or it may demonstrate a poor understanding of language use or structure or of culturally inclusive instruction.</p>

	instruction.				
4A. Informal EL Assessment	5-Outstanding The informal assessment addresses its stated purpose(s) with great effectiveness; required elements of the write-up are thorough and clear; the assessment and write-up demonstrate exceptional understanding of language use or structure, as well as culturally inclusive instruction.	4-Strong The informal assessment is effective; required elements of the write-up are complete and clear; the assessment and write-up demonstrate a strong understanding of language use or structure, as well as culturally inclusive instruction.	3-Satisfactory The assessment is satisfactory, though less detailed or clearly ordered than a 4 or 5; it adequately addresses the intended purpose and the write-up demonstrates an adequate understanding of language use or structure, as well as culturally inclusive instruction.	2- Marginal The assessment has one or more weaknesses; it or the write-up demonstrate a limited or sometimes inaccurate understanding of language use or structure or of culturally inclusive instruction.	1 – Unsatisfactory The lesson plan is seriously flawed; the assessment or write-up may demonstrate a poor understanding of language use or structure or of culturally inclusive instruction.
4B. Informal EL Assessment (Commentary)	5-Outstanding The write-up clearly and insightfully describes the scoring process for the assessment and what outcomes say about student learning. It provides excellent samples of types of feedback and an outstanding description of how assessment results could impact teaching decisions.	4-Strong The write-up effectively describes the scoring process and what outcomes say about student learning. It provides strong samples of types of feedback and a sound description of how assessment results could impact teaching decisions.	3 – Satisfactory The write-up adequately describes the scoring process and what outcomes say about student learning. It provides satisfactory samples of types of feedback and an acceptable description of how assessment results could impact teaching decisions.	2-Marginal The write-up may describe the scoring process or outcomes about student learning in a limited way. Samples of types of feedback may be weak and the description of how assessment results could impact teaching decisions may be incomplete or lacking insight.	1 – Unsatisfactory The description of the scoring process may be missing, incomplete, or confusing; what outcomes say about student learning may be missing or inaccurate. Samples of types of feedback may be unsatisfactory or missing, or the description of how assessment results could impact teaching decisions may be missing or seriously flawed.

Candidate Scores

1. 5 4 3 2 1*

Total = _____/25

15-25*: Passing

2. 5 4 3 2 1*

5-14: ReWrite

3. 5 4 3 2 1*

Date _____

4A 5 4 3 2 1*

Scorer name _____

4B 5 4 3 2 1*

Scorer signature _____

* All scores must be 2 or higher for a passing portfolio. Scores of 1 require a re-write of that Portfolio Task.