

***Cross-cultural, Language, and Academic Development (CLAD) Certificate***

***Candidate Learning Outcomes, 2014***

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	<p>Equip</p> <ol style="list-style-type: none"> <li>1. Builds on knowledge, skills, experiences, and strategies for teaching a diverse student population. Fosters an understanding of cultural concepts and perspectives when providing equitable learning environments, delivery of comprehensive, specialized instruction for English Learners, and students with diverse learning needs.</li> <li>2. Maintains competencies in knowledge, skills, practices that develop and advocate implementation of effective instruction to meet the needs of a diverse student population while meeting legal requirements.</li> <li>3. Models professional and ethical standards and dispositions.</li> </ol>	<p>Equip</p> <ol style="list-style-type: none"> <li>1. Demonstrates skills/attitudes for advocating the academic success of all pupils; knowledge and ability to apply legal/ ethical obligations to special populations. (CTEL19: 8, 9, 12, 13; )</li> <li>2. Uses a variety of systematic, well-planned teaching strategies to develop academic language, make content comprehensible to ELL learners, access grade level curriculum in core academic subject matter. (CTEL 19: 4, 5, 6, 7)</li> <li>3. Demonstrates the ability to apply instructional strategies for special populations using adopted standards aligned instructional materials and resources. (CTEL 19: 5, 4; Clear 6b.6))</li> <li>4. Understands and describes appropriate ways to employ cross-cultural conflict resolution and effective communication techniques in the classroom as well as family interactions. (CTC 19:5, 7, 10, 11, 14)</li> </ol>
Growing in a faith community.	Transform	<p>Transform</p> <p>Candidates will build on knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching a diverse student population.</p>	<p>Transform</p> <ol style="list-style-type: none"> <li>1. Identifies own sources of cultural identity and understands how it affects their students’ learning and achievement. (CTC 19:6)</li> <li>2. Analyzes pedagogical implications of various factors affecting second language acquisition. (CTEL 1.1.001-005)</li> <li>3. Demonstrates ability to provide accommodations and implement modifications for students based on the assessed needs of individual students. (CTEL 1.1, 2.2)</li> <li>4. Communicates purposely to draw on students’ prior knowledge, schooling, culture, experiences to promote language development and content-learning. (CTEL 2.3.009/3.2)</li> </ol>
Serving in the context of faith.	Empower	<p>Empower</p> <p>Candidates will build on knowledge, skills, applications and dispositions acquired to serve a diverse school community.</p>	<p>Empower</p> <ol style="list-style-type: none"> <li>1. Demonstrates skills and attitudes for advocating the learning and academic success of all pupils. (CTC 19: 8, 9; Clear 6b.5)</li> <li>2. Demonstrates an ability to effectively teach students from diverse backgrounds and communicate effectively with parents/families. (Clear 6b.3;CTC 19-k; CTEL 3.2 Clear 6b.5)</li> <li>3. Identifies the sources of cultural identity that transmit culture and understand how a teacher’s own cultural identity, assumptions/ expectations affect their students’ learning and achievement. (CTC 19:6; CTEL 1.2)</li> <li>4. Demonstrates ability to apply policies that support services for special populations. (Clear 6.b2;Standard 19a)</li> </ol>

