

Culturally and Linguistically Diverse Education

8.22 Culturally and Linguistically Diverse Education: To be endorsed in culturally and linguistically diverse (“CLD”) education, K-12, an applicant shall hold a bachelor’s degree or higher from a four-year accepted institution of higher education; shall hold an initial or Professional Teacher License; and shall have demonstrated competencies specified below by completion of a Colorado approved program for the preparation of an educator of culturally and linguistically diverse populations in accordance with 7.02.

In order to offer an approved program for the Culturally and Linguistically Diverse (CLD) endorsement, proposed programs must also submit documentation for literacy review that indicates how candidates in their programs will meet the literacy expectations outlined in Literacy #1 (R-5.01).

	#1	#2	#3	#4	#5	#6	#7	#8	Competency present? Yes, No, Unclear
8.22 (1) The educator of CLD student populations must be knowledgeable, understand and be able to use the major theories, concepts and research related to language acquisition and language development for CLD students. In support of student learning, the candidate must demonstrate understanding and ability to implement research-based knowledge about:									
8.22 (1) (a) linguistics that include orthography, phonology, morphology, vocabulary, syntax, semantics, and pragmatics applied to English language development for linguistically and culturally diverse students;									Y, N, U
8.22 (1) (b) instructional practices that support acquisition of English									Y, N, U

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language as an additional language for CLD students;									
8.22 (1) (c) written and oral discourse that includes intention and functions of speech, genres, and organizational features and patterns; and,									Y, N, U
8.22 (1) (d) sociolinguistics that include cultural references, register, varieties of dialects and accents, and nonverbal communication.									Y, N, U
8.22 (2) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to literacy development for CLD students. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:									
8.22 (2) (a) literacy instruction, including the identification and use of linguistic interdependence, to support development of the four components of language development (listening, speaking, reading, writing and critical thinking) in English for CLD students;									Y, N, U
8.22 (2) (b) the basic elements of literacy and the ability to provide effective instruction that is systematic,									Y, N, U

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comprehensive and effective in support of the English language developmental needs of CLD students;									
8.22 (2) (c) language and literacy development for CLD students for social and instructional purposes in the school setting, with an emphasis on communication of information, ideas, and concepts necessary for academic success, particularly in Language Arts, Mathematics, Science and Social Studies;									Y, N, U
8.22 (2) (d) the contribution of native language to acquisition of English as an additional language; and									
8.22 (2) (e) the distinction between language differences and learning disabilities.									
8.22 (3) The educator of CLD student populations must understand and implement strategies and select materials to aid in English language and content learning. In support of student learning, the CLD educator must demonstrate understanding and ability to implement research-based knowledge about:									
8.22 (3) (a) the functions of the English language to second language learners to support their development of									Y, N, U

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both social and academic language skills;									
8.22 (3) (b) effective instructional techniques, methodologies, and strategies to develop English language literacy and to meet the diverse needs of second language learners, including those students with learning disorders;									Y, N, U
8.22 (3) (c) effective instruction and instructional planning that is systemic, sequential, well-articulated, and delivered in an engaging environment;									Y, N, U
8.22 (3) (d) selection and utilization of instructional materials and resources that are age, grade level, and language-proficiency appropriate, that are aligned with the curriculum, English language proficiency standards, and English language arts content standards, and that maintain and/or improve student achievement;									Y, N, U
8.22 (3) (e) maintenance									Y, N, U

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and support of high academic performance standards and expectations for CLD student populations; and,									
8.22 (3) (f) providing content instructional strategies that integrate the development of English language literacy and content literacy to improve student access to content curricula, particularly in language arts, mathematics, science and social studies.									Y, N, U
8.22 (4) The educator of CLD student populations must be knowledgeable, understand, and be able to apply the major theories, concepts and research related to culture, diversity and equity in order to support academic access and opportunity for CLD student populations. In support of student learning, the CLD educator must be able to demonstrate knowledge and understanding of:									
8.22 (4) (a) Colorado state law and federal law, history and socio-political context related to CLD student populations, education, multicultural education, and bilingual education;									Y, N, U
8.22 (4) (b) the role of culture in language development and academic									Y, N, U

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success;									
8.22 (4) (c) the relation of cultural identity and heritage language to English language learning and academic success;									Y, N, U
8.22 (4) (d) the contribution of heritage language maintenance to the development of English language literacy; and									
8.22 (4) (e) the relationship of culture to family and community involvement in schools in order to communicate, collaborate, and enhance involvement.									
8.22 (5) The educator of CLD student populations must be knowledgeable, understands, and be able to use progress monitoring in conjunction with formative and summative assessments to support student learning. In support of student learning, the candidate must demonstrate knowledge and ability to:									
8.22 (5) (a) assist content teachers in the interpretation of summative assessments of content knowledge, including national content assessments and Colorado-approved content assessments, for the purpose of guiding instruction and learning for CLD students;									Y, N, U
8.22 (5) (b) administer and interpret the results of									Y, N, U

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summative assessments of English language proficiency, including national and Colorado-approved content assessments for the purpose of assessing English proficiency and guiding instruction;									
8.22 (5) (c) develop, administer and interpret the results of formative assessments and progress monitoring of English language proficiency that are appropriate for the language proficiency level of the student for the purpose of guiding instruction; and									Y, N, U
8.22 (5) (d) Demonstrate knowledge and ability to communicate and collaborate with other educators, service providers, and student population family members to identify and assist in the implementation of a comprehensive instructional plan that responds to the socio- economic, academic, and linguistic needs of CLD students.									