



CTEL through CLAD
English Learner Added Authorization Handbook
2024-2025

CLAD through CTCL

Twenty-five percent of all children enrolled in California public schools are designated as English learners and require specialized instruction in English language development. For these reasons, California has placed a high priority on preparing teachers to work with students from multicultural and linguistically diverse backgrounds. Since 1970, the State of California has required that classes designed to serve students primarily designated as English Learners in public schools must be taught by teachers who have the appropriate preparation to teach linguistically and culturally diverse students.

California Commission on Teacher Credentialing (2023)

The CLAD (Cross-cultural, Language and Academic Development) through CTCL (California Teacher of English Learners) program is designed for those individuals who hold an active and valid California teaching credential and need to add the CLAD authorization. This program is designed to develop the capacity of teachers to effectively teach K-12 subject matter to English Language Learners in public, charter and private schools.

Candidates must possess a valid California teaching credential, educational services credential, children's center instructional permit or children's center supervision permit, which authorizes the holder to provide instruction to pupils in pre k-12 classes. Upon completion of the program, candidates are recommended to the California Commission on Teacher Credentialing for the CLAD authorization. The program is also designed for those individuals who do not hold a CA teaching credential and wish to enroll in a course for professional development. Candidates living outside of the state of California may also enroll in these courses for professional development.

Not all teachers qualify for the CLAD authorization on their credential. It is the candidates' responsibility to verify with CTC if they qualify for a CLAD authorization.

PROGRAM REQUIREMENTS

CLAD Required Courses	Units
EDUC 804.1 Introduction to the Student of English Language Learners	0
EDUC X 426 Culture and Inclusion	4
EDUC X 426.1 Language and Language Development	4
EDUC X 426.2 Assessment of English Learners	3
EDUC X 426.3 Foundations & Methods of English Language Learners	6
EDUC X 426.9 CTEL Portfolio	1
Total Courses: 6	18

APPLICATION AND CANDIDACY FEE

In order to be recommended to the CTC for the English Learner added authorization, all candidates must complete an online UCLA Extension application and enroll in the program. The \$100 fee includes candidacy into the program.

Application Link:

<https://www.uclaextension.edu/education/k-12-california-teacher-credentialing-authorizations/specialization/english-learner-added>

**The program will not recommend a candidate for the CLAD authorization to the CTC until the candidacy fee has been paid.

COURSE DESCRIPTIONS

EDUC 804.1 Introduction to the Study of English Language Learners

This orientation to the CLAD through CTEL Program gives applicants a clear understanding of the entire program, including its scope and goals, requirements, standards, procedures that affect competencies and field experience(s). This orientation is a prerequisite for all other CLAD through CTEL courses.

EDUC X 426 Culture and Inclusion

This course examines culture and cultural diversity and the relationship to academic achievement, development, implementation and evaluation of culturally inclusive instruction. Topics include cultural concepts and perspectives, cultural contact, cultural diversity in California and the United States, cross-cultural interaction, the roles of culture in the classroom and the school, culturally inclusive learning environments, family and community involvement and culturally inclusive curriculum and instruction.

Objectives:

- Examine notions of culture and cultural diversity and the relationship of these to the academic achievement of English Learners from diverse backgrounds
- Acquire skills to develop, implement and evaluate culturally inclusive instruction
- Explore issues related to cultural concepts, perspectives, cultural contact and cross-cultural interaction
- Analyze data on cultural diversity in California and the United States
- Understand the role of culture in the classroom and the school
- Utilize information to create culturally inclusive learning environments
- Plan for family and community involvement to support English Learners and foster strong home-school connections
- Implement strategies for culturally inclusive curriculum and instruction
- Develop, apply and evaluate strategies and materials that create a culturally inclusive classroom environment.
- Create artifacts (evidence) demonstrating mastery of the thematic topics listed above through weekly writings and a summative course project/presentation
- Create artifacts for the CLAD through CTEL Portfolio (evidence of mastery)

This course fulfills the Equity, Diversity and Access requirement (Standard 9) for SB 2042 Preliminary Credential. Please obtain the approval of your credential program advisor before enrolling to ensure that this course satisfies your credential program requirements.

EDUC X 426.1 Language and Language Development

This course presents a research-based conceptual understanding of language systems, structures, forms, functions and variations of both aural and written language forms. Topics include applying language functions and variations, discourse and pragmatics directly to assessment and instruction of English learners, specific linguistic and socio-linguistic challenges of English learners, and materials and methods for understanding and analyzing socio-cultural and political factors that affect second-language development.

Objectives:

Candidates will demonstrate the ability to:

- Demonstrate a working knowledge of pedagogical factors affecting first- and second-language development : learning vs. acquisition, input/intake/output, natural order and communicative competence.
- Demonstrate an awareness of essential linguistic theory: language systems, structures, forms, functions and variation
- Recognize the need for assessing English language and literacy developmental levels of students, monitor progress and provide summative evaluation
- Recognize potential impact of personal belief systems on expectations for student achievement
- Demonstrate an understanding of affective factors in first- and second-language development: motivation, attitudes, anxiety and self-esteem
- Demonstrate an awareness of cognitive factors affecting first- and second-language development-Social language (BICS) and academic English (CALP) and monitor issues related to inter-language
- Demonstrate an awareness of socio-cultural and political factors affecting first- and second-language development- differential status of languages, value system, dialects and standard languages, acculturation patterns, language environment and language policy (e.g., variations in programs available to English language learners)
- Demonstrate an understanding of the historical and current theories and models of language that have implications for second language development and pedagogy
- Analyze how language forms and structures affect English learners' comprehension and production of aural and written forms.
- Create artifacts for the CLAD through CTEL Portfolio (evidence of mastery)

Fulfills the English Language Learner requirement (Standard 12) for SB 2042 Preliminary Credential when taken with X 426.3. Please obtain the approval of your credential program advisor before enrolling to ensure that this course satisfies your credential program requirements.

EDUC X 426.2 Assessment of English Learners

Investigate the principles and design of standards-based assessment and instruction for English-language learners and their relationship to identifying students' strengths and needs in English language/literacy development and academic achievement. Covers the roles, purposes and types of formal and informal assessment that inform teachers in planning effective, differentiated instruction, monitoring English learners' progress with respect to a given standard and issues of norming, test reliability, validity and cultural and linguistic biases with respect to children of diverse backgrounds.

Objectives:

- Develop an understanding of the different issues that hinder English Language Learners academically as well as socially

- Learn and apply different strategies to help students with difficulties, struggling readers and Special Education students.
- Identify all the elements needed for differentiation of instruction and how it can be applied to English Language Learners.
- Gain an understanding of test norm reference assessments and the differences between validity and reliability, as well as test design, cultural and linguistic bias.
- Understand and use different types of classroom assessments, formal and informal, and be able to read, understand and apply the results to guide classroom instruction
- Become familiar with the English Language Proficiency Assessments for California (ELPAC) and its uses for identification, placement, progress, redesignation, reclassification, diagnosis, instructional planning and program evaluation with respect to English Learners
- Review the California Dashboard for academic standards, assessments and accountability.
- Learn to use district benchmarks and textbook assessment in core texts as additional ways to monitor progress
- Learn to use SDAIE strategies using the SIOP method and be able to strategize, assess and reflect on their teaching.
- Develop an understanding of various types of classroom assessments for English learners (i.e., authentic, performance-based, curriculum- based and teacher-made tests) as types of formative and summative assessment that are useful in designing and implementing ELD and SDAIE instruction
- Create artifacts for the CLAD through CTEL Portfolio (evidence of mastery)

EDUC X 426.3 Foundations & Methods of English Language Learners

This course explores current research-based theories of second language acquisition and the differences between first and second language and literacy development. Topics include cognitive, linguistic and socio-cultural factors that affect language learning in children of diverse backgrounds; use of the California English Language Development standards and the English Language Development Test (CELDT) in instructional planning that promotes language development and academic achievement; and research-based approaches and methods for English-language development in listening, speaking, reading and writing as they relate to communicative competence. Learn to deliver comprehensible instruction to English learners with three instructional models: English Language Development (ELD), Content-based ELD and Specially Designed Academic Instruction in English (SDAIE).

Objectives:

- Understand the role the course plays in meeting their learning needs as well as those of their learners

- Recognize the potential impact teacher attitudes, personal belief systems and experiences have on student achievement.
- Understand the complex profile of language minority students, recognizing the influences of socio-cultural variables on language learning and school achievement.
- Demonstrate an understanding of the historical and current politics, practices and programs that have implications for English Language Learners.
- Explore research-based methods of reading instruction for English Language learners.
- Explore research-based methods of process writing instruction for English Language learners.
- Explore research-based methods of content area reading and writing instruction for English Language learners.
- Explore various frameworks for integrating technologies to support language and content learning.
- Recognize approaches for assessing the English language and literacy development levels of students.
- Understand how to analyze and utilize assessment data to differentiate instructional approaches for meeting students' language, literacy and content area needs.
- Understand the lesson planning process as it applies to English Language Development (ELD), Content-based ELD and Specially Designed Academic Instruction in English (SDAIE).
- Understand the lesson planning process as it applies to the delivery of lessons that scaffold and differentiate instruction for and assessment of student learning.
- Create artifacts for the CLAD through CTEL Portfolio (evidence of mastery)

Fulfills English Language Learner requirement (Standard 12) for SB 2042 Preliminary Credential when taken with X 426.1. Please obtain the approval of your credential program advisor before enrolling to ensure that this course satisfies your credential program requirements.

EDUC X 426.9 CTEL Portfolio

The CTEL Portfolio course brings together learning and field experiences from the other CTEL courses in a cohesive manner. Candidates collaborate with instructors from each course individually to determine an appropriate field assignment based on academic and professional interests and establish the material that should be included in the CTEL Portfolio. Although field assignments differ between candidates, everyone must complete a CTEL Portfolio that documents their experiences, including organized reflections and evidence of knowledge, skills and abilities.

CTEL Portfolio is designed to serve as a cumulative capstone course for the CLAD/CTEL Program and as a unique opportunity for teachers to assemble evidence of knowledge, skills and abilities in all domains throughout the program. In practical terms, candidates are expected to:

- Demonstrate a practical understanding of the CLAD/CTEL Portfolio and its role in the program.
- Create and submit a unique CLAD/CTEL Portfolio that incorporates artifacts from previous courses in the CLAD/CTEL program, using the rubric provided.
- Through regular participation in online discussion forums, provide constructive feedback on draft portfolios created by peers.
- Through regular participation in online discussion forums, provide concrete examples of how strategies acquired in the program were implemented in the classroom, including best practices and challenges.

CTC LINKS AND RESOURCES

CTEL Examinations

The CTEL subtests and corresponding courses are:

CTEL Subtest I = X 426.1 Language and Language Development

CTEL Subtest II = X 426.2 Assessment of ELL and X 426.3 Foundations & Methods of ELL

CTEL Subtest III = X 426 Culture and Inclusion

CTC Examination resources and information:

CTEL Preparation Materials

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CTEL_PrepMaterials.html

CTC Test Information

<https://www.ctc.ca.gov/site-information/links/links-testing>

CA Educator Credentialing Assessments

http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CTEL_TestPage.html

CTC Adding Authorization or Teaching Areas Requirements

<https://www.ctc.ca.gov/credentials/req-added-auth>

English Learner Authorization/CLAD Certificate pdf

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl628c.pdf?sfvrsn=10>

WAIVER AND/OR TRANSFER CREDIT

Out of state credentials: A CLAD through CTEL program applicant with an out-of-state credential should contact the California Commission on Teacher Credentialing to request an equivalent credential.

Equivalent coursework from other higher education institutions: Teachers with equivalent coursework from other institutions may request a course substitution for a UCLA Extension CLAD through CTEL program required course by using the forms in the program application and by submitting all necessary supporting documents. A program administrator will review the request and approve the substitution if there is sufficient evidence that the previous coursework is equivalent to the program coursework. Supporting evidence must include unofficial transcripts and course syllabi. If course syllabi are not available, detailed course descriptions may be submitted. Students may request to apply such coursework, through advanced standing or substitution, for up to 25% of the total required units of an Extension specialization or certificate program.

TECHNICAL SUPPORT

Getting Set up to Use Canvas for Online Courses

Our courses use an online learning management system called *Canvas* for course content presentations, discussions, assignments, and alerts. After enrolling in an online course, students will receive a “Welcome” email with Canvas login information.

To access Canvas, click here: <https://my.uclaextension.edu/login/canvas>

Canvas will only show courses that are online or web-enhanced (courses with required or supplemental online course materials). To verify enrollment in other courses, visit My Extension at www.uclaextension.edu

Canvas Orientation

We strongly suggest that students view the video overview here if they are new to online learning <https://community.canvaslms.com/t5/Video-Guide/Canvas-Overview-Students/ta-p/383771>.

Student Portal

Log in to the Student Portal website at www.uclaextension.edu to view grades, verify course enrollment, review entire enrollment history and more. If you have not already set up a username and password for your student portal, follow the steps under “I’m A New Student” to create your account.

IMPORTANT CONTACT INFORMATION

Education Department Main Line: (310) 825-4191

Credentials Unit Main Email: credentials@uclaextension.edu

UCLA Extension Registration Office: (310) 825-9971

Refunds: refunds@uclaextension.edu

Canvas /Office of Instructional
Development and Learning Support support@unexonline.zendesk.com

UCLA EXTENSION EDUCATION DEPARTMENT CREDENTIAL PROGRAM POLICIES

Minimum Grade and GPA Policy

Candidates are required to earn a C or better in all courses and maintain a 3.0 cumulative GPA. Should a candidate earn a grade below a C, they will be required to pay and retake the course. Should a candidate fail to maintain a 3.0 cumulative GPA, they will be required to either repeat a course or take additional courses to improve their GPA.

Participation

If a student fails to participate in a course activity and/or fails to submit assignments without communicating with the instructor to provide an explanation, the student will be graded only on the work that has been completed. If a student is struggling to complete assignments and participate in course activities during stated time frames, the student must be proactive about contacting the instructor for assistance.

Late Work and Assignment Extensions

Upon request from a student prior to a given deadline, instructors may issue an assignment deadline extension at their discretion. Students may be granted two such extensions from an instructor in any given course.

Incomplete Grade

Incomplete grades are rarely given and only then under extenuating circumstances. An Incomplete will only be assigned under all of the following conditions:

- The student has earned at least a 73% or a C grade in the course based on all work that has already been submitted and graded, and it will be possible that enough points

could be earned on outstanding assignments to bring the final course grade up to an 83% or B grade.

- The student's participation has been satisfactory throughout the duration of the course.
- The student's outstanding work may be reasonably completed in an agreed upon period of not more than one month after the last official day of the course.
- Prior to the last official day of the course, the student has submitted an extenuating circumstances form to the program coordinator to request the incomplete and the request has been approved.

Withdrawal Policy

If a student withdraws from a required course, the course must be retaken. No refund will be given if the withdrawal is after the course refund deadline

Grievance Policy

Student and Instructor Grievance and Dispute Resolution policy can be found here:

https://www.uclaextension.edu/sites/default/files/pdf/AA106_0.pdf