

About this document

Effective beginning in the 2018-19 school year and every year thereafter, educators endorsed in elementary, math (middle or secondary), science, social studies, or English (including those holding the formerly issued middle level endorsement) seeking a renewal of their professional license must complete or demonstrate completion of professional development activities equivalent to 45 clock/contact hours or three semester hours in Culturally and Linguistically Diverse (CLD) Education within a full five year renewal period that meets or exceeds the standards outlined below. This requirement must only be completed once during the term of the educator's license. Professional development activities completed to satisfy this requirement may also be counted toward fulfilling half of the requirements in section 7.02(1) of 1 CCR 301-37 (90 clock hours of PD for professional license renewal).

This matrix is provided for the purpose of documenting satisfaction of this requirement when renewing a professional teaching license.

How to complete the matrix

Enter each course with the total clock hours for the course and a breakdown of hours by element. All elements must be addressed, but there is no minimum hour requirement per element. Note that 3 semester hours is equivalent to 45 clock hours. It is recommended that you convert semester hour courses into clock hours and divide the hours accordingly. The standards and elements are referenced in the section below (just before the matrix) as they are only referred to by number in the matrix. Note that the elements must be read in the context of the organizing standard.

Standards and Elements

5.09 Quality Standard I: Educators are knowledgeable about CLD populations

5.09(1) ELEMENT A: Educators are knowledgeable in, understand, and 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.

5.09(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

5.10 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.

5.10(1) ELEMENT A: Educators are able to understand and implement strategies and select materials to aid in English language and content learning.

5.10(2) ELEMENT B: Educators are knowledgeable of, understand, and 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.

5.11 Quality Standard III: Educators should understand literacy development for CLD students.

5.11(1) ELEMENT A: Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy development for CLD students

5.11(2) ELEMENT B: Educators understand and implement strategies and select materials to aid in English language and content learning.

5.12 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.

5.12(1) ELEMENT A: Educators are knowledgeable in, understand and able to use the major theories, concepts and research related to language acquisition and language development for CLD students.

5.12(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative and summative assessments to support student learning.

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