

**Summary of Data Collected**  
**Master of Arts in Education: Teaching and Learning**  
**CLAD Certificate**

**Data Charts and Discussion of Findings**

The CLAD Certificate was recently re-authorized to meet the new California Teaching English Learner (CTEL) standards as outlined by the CTC. The university's School of Education offers the CLAD Certificate as a stand-alone certificate and as part of the Master of Arts in Education degree with a concentration in Teaching and Learning. The primary constituency for the CLAD Certificate is students who have completed their out of state degrees from other institutions.

The School of Education served three CLAD Certificate candidates in 2009-2010 at its four Regional Centers. All of these candidates were students at the Mission Valley Regional Center. Due to the program review, revisions, and reauthorization, there is limited data available from this small sample of candidates.

**Analysis of Candidate and Program Data**

For the 2009-2011 school years there were three CLAD candidates in the CLAD program. All three candidates were enrolled in the Mission Valley Regional Center. Due to the program review, revisions, and reauthorization, there is limited data available from this small sample of candidates. Only one signature assignment was uploaded by one candidate, thus making it impossible to conduct an analysis.

**Use of Results**

**Master of Arts in Education: Teaching and Learning**  
**CLAD Certificate**

**Use of Assessment Results to Improve Candidate and Program Performance**

The following Plan of Action includes a key focus to ensure current CLAD standards are met. MATL faculty will continue to review coursework and Signature Assignments to ensure the collection of data for analysis and for program improvement, which includes the changes since the last Biennial Report (2009). These consist of:

1. The addition of a new Signature Assignment for GED 668, Bilingual Education and Specially Designed Academic Instruction in English (SADIE). CLAD candidates design a one-week SDAIE unit of study for one of the content subject classes they teach. Focus is placed on grade-appropriate advanced curriculum that is accessible and comprehensible to EL students. Candidates must keep in mind the phonological, syntactical, morphological, and semantic complexities that could be difficult for ELL students. Included in the lesson plan is a list of instructional strategies, technology,

assessment techniques and teaching materials that will help ELL students comprehend the content subject. They must present the unit in class and bring in the visuals, regalia, and manipulatives they plan to use with the students.

2. The omission of EDU 601 as a signature assignment because it is a preliminary credential course. For out of state CLAD Candidates, it serves solely as an introductory course to the theory and practice of serving English Language Learners.
3. A variety of variables will be considered to insure an effective response to the follow up surveys. Variables to be considered in impacting the response rates include: a.) time of year sent, b.) effective medium for delivery of the survey instrument, c.) incentives, and d.) overall factor of time.

