Image: section of the sectio			1	5.12 Quality Standard I: Educators are knowledgeable about CLD		5.13 Quality Standard II: Educators should be knowledgeable in first		E 14 Quality Standard III: Educators should understand		5 15 Quality Standard IV: Educatore are knowledgeable in the teaching strategies	
Normal Nor		Course Hours		5. 12 Quality Statuard I: Educators are knowledgeable about CLD populations		5.13 Quality Standard II: Educators should be knowledgeable in first and second language acquisition.		literacy development for CLD students.		5.15 Quality Standard IV: Educators are knowledgeable in the teaching strategies, including methods, materials, and assessment for CLD students.	
Def many fieldDef many fieldDef many fieldDef many fieldOutput def main fieldOutput def m				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	are knowledgeable in, understand, and able to use progress monitoring in conjunction with formative	are able to understand and implement strategies and select materials to aid in	are knowledgeable of, understand, and able to apply the major theories, concepts and research related to culture , diversity and equity in order to support	Educators are knowledgeable in, understand, and able to apply the major theories, concepts and research related to literacy	Educators understand and implement strategies and select materials to aid in	are knowledgeable in, understand and able to use the major theories, concepts and research related to	5.15(2) ELEMENT B: Educators are knowledgeable in, understand, and able to use progress monitoring in conjunction with
<table-container> Change Control <thcontrol< th=""> <thcontrol< th=""> <thc< th=""><th>FI P Pathway</th><th></th><th>ELP Pathway Courses</th><th>opportunity for CLD student</th><th>and summative assessments to support student learning</th><th>English language and content</th><th>academic access and opportunity for CLD student populations</th><th>development for CLD students</th><th>English language and content learning</th><th>language acquisition and language development for CLD students</th><th>formative and summative assessments to support student learning.</th></thc<></thcontrol<></thcontrol<></table-container>	FI P Pathway		ELP Pathway Courses	opportunity for CLD student	and summative assessments to support student learning	English language and content	academic access and opportunity for CLD student populations	development for CLD students	English language and content learning	language acquisition and language development for CLD students	formative and summative assessments to support student learning.
<table-container>No.<</table-container>	The Teacher		Co-Planning & Co-	populations.	to support student learning.	iearning.	for GED student populations.	students	content learning.	development for GED students.	
Image Image <	Collaboration Pathway	5 hours	Assessing		X	X		X	x	x	x
Image Image <t< td=""><td rowspan="2"></td><td>5 hours</td><td>Reflecting</td><td></td><td>x</td><td>x</td><td></td><td>x</td><td>x</td><td>×</td><td>x</td></t<>		5 hours	Reflecting		x	x		x	x	×	x
<table-container> International symbol Internat</table-container>			Cultivating Co-Teacher								
Introduct State State State State State State State State State 1 Non State S	The Active Learning	5 hours	Relationships Visible Thinking with	X			X			-	
Image Mathé	Pathway	5 hours	Foldables			x		х	х	x	
Image		5 hours	Foldables			x		x	x	x	
Non- band <			Must Have Engagement								
Name Name <th< td=""><td></td><td>5 hours</td><td>Strategies Supporting</td><td></td><td></td><td>X</td><td></td><td>X</td><td>X</td><td>X</td><td></td></th<>		5 hours	Strategies Supporting			X		X	X	X	
Banese Banes Banes Banes <td></td> <td></td> <td>Unaccompanied</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>			Unaccompanied								
Image Image <th< td=""><td></td><td>5 hours</td><td></td><td>x</td><td></td><td>×</td><td>¥</td><td></td><td></td><td>×</td><td></td></th<>		5 hours		x		×	¥			×	
Image and states x	i adiway	5 110013		~		^	^			^	
$\delta horseBookseBookseSouth$			Understanding the Backgrounds of Refucee								
Norm Norm <th< td=""><td></td><td></td><td>Students & Families</td><td>x</td><td></td><td>x</td><td>x</td><td></td><td></td><td>x</td><td></td></th<>			Students & Families	x		x	x			x	
Interval											
The formal program Commonly Engineer		5 hours	Emotional Learning	x			x			x	
The formal program Commonly Engineer			Immigrant Family &								
Processes Property of the state of the s	The Family Engagement		Community Engagement								
barr Conversity Suggested Barry conversity Suggested Barry <thconversity suggested<br="">Barry conversity Suggested B</thconversity>	Pathway	5 hours	in Schools - Part 1	X		X	X		X	x	
Image: bit			Immigrant Family &								
Sort Chronic field Sort Chronic field Sort Chronic field Sort Sort Chronic field Sort Sort		E hours		×		v	v		×	v	
Book Endian Learny X X X X X X Balance of the interpreter Som Som Som Som X <td< td=""><td></td><td>5 110015</td><td>Cultivating Leadership</td><td>^</td><td></td><td>^</td><td>^</td><td></td><td>^</td><td>^</td><td></td></td<>		5 110015	Cultivating Leadership	^		^	^		^	^	
The binary bin		F h		v		×	×		×	×	
δ hours <td>The Interrupted</td> <td>5 nours</td> <td>Education Interrupted:</td> <td>*</td> <td></td> <td>^</td> <td>^</td> <td></td> <td>^</td> <td>^</td> <td></td>	The Interrupted	5 nours	Education Interrupted:	*		^	^		^	^	
Filing Language A Delawy Filing Language A Digits from the Display f	Education Pathway	5 hours	SLIFE	x		X	X	X	x	x	x
R hours Detined appendent Detined appendent Detined appendent Detined appendentXXX <td></td> <td>5 hours</td> <td></td> <td>x</td> <td>х</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>х</td> <td>x</td>		5 hours		x	х	x	x	x	x	х	x
The Language of Math Pathway 6 hours 4 Language of Math Pathway 6 hours 4 Speaking 4 A X X X X X X X X X X X X X X X X X X		5 h augus	Filling Langauge &	~	×	×	×	×	×	×	×
Bours Thinking & Speaking x	The Language of Math		Digging Into the	<u> </u>	~	^	^	~	~	<u>^</u>	<u>^</u>
$ \ \ \ \ \ \ \ \ \ \$	Pathway	5 hours	Language of Math	X	Х	X	X	х	X	x	x
shoreIntegring Langing and wath x hardXXX </td <td></td> <td>5 hours</td> <td>Math</td> <td></td> <td>х</td> <td>x</td> <td>х</td> <td>x</td> <td>x</td> <td>х</td> <td>x</td>		5 hours	Math		х	x	х	x	x	х	x
Image: base of the second s											
$ \begin{array}{c c c c c c c c c c c c c c c c c c c $		5 hours	Math	x	х	х	х	х	х	x	x
The Leadership Pathway Shours											
Shore English Lamer Control X	The Leadership Pathway	5 hours	Schools	х	х	х	х	х	х	x	x
$ \begin{array}{ c c c c c c } \hline S hours & Goals & X & X & X & X & X & X & X & X & X & $											
Source Teacher Lad Professional Large 20 bevelopment for Literacy Development for		5 hours	Goals	x	x	x	x	x	x	x	x
$ \begin{array}{ c c c c c c } \hline Shors & Learning & X & X & X & X & X & X & X & X & X & $											
The Online Learning Pathway Literacy Development for Engaging Immigrants Literacy Development for X X X X X X X X X X 9 hours Delving Desper X X X X X X X X X X 1 Shours Engaging Immigrant & Engaging Immigrant & in a Virtual World X X X X X X X X The Legal Journey Immigrant Legal X X X X X X X X X Pathway Shours System X X X X X X X X Pathway Shours System X X X X X X X X Pathway Shours System X X X X X X X X Pathway Shours Federal and State Pathway Federal and State Pathway Nocol Policies macting Strategies to Support X X X X X X X X X X The Oual Identified Pathway Shours Sudents X X X X		5 hours	Learning	х	x	x	x	x	x	x	x
Pattway 5 hours English Learners X X X X X X X X X Image: Shours Shours Engging Immigrant 8. English Learner Families X	The Online Learning		Literacy Development for								
Image: shours Enging Immigrant & Shours Immigrant & Shours <th< td=""><td>Pathway</td><td></td><td>English Learners</td><td>x</td><td>x</td><td>x</td><td>x</td><td>x</td><td>~</td><td>x</td><td>x</td></th<>	Pathway		English Learners	x	x	x	x	x	~	x	x
shours Inglish Learner Families A X X X X X The Legal Journey Pathway 5 hours Understanding the immigrants Logal S hours Understanding the immigrants Logal S hours X X X X X X Pathway 5 hours System X X X X X X Pathway 6 hours Foderal and State Policies Impacting Strategies to Support X X X X X X The Dual identified Pathway Needs of Dual identified S hours Needs of Dual identified X X X X X X X The Dual identified Pathway Shours Early Intervention is S hours Crucial X X X X X X The Dual identified S hours Early Intervention is S hours Crucial X X X X X X X X S hours Implementing Evidence X X X X X X X X X		5 hours	Delving Deeper	X	x	x	X	x	x	X	x
Shours in a Virtual World X X X X X X The Legal Journey Pathway Shours Minderstanding the Immigration Legal X X X X X X Pathway Shours System X Immigration Legal X Immigration Legal X Immigration Legal Im			Engaging Immigrant &								
The Legal Journey Understanding the imigration Legal Understanding the system Value Pathway 5 hours System X 6 hours Foderal and State Policies impacting imingrant Students X 7 6 hours School Policies and Strategies to Support 8 hours School Policies and Strategies to Support 9 hours Needs of Dual Identified Pathway 8 hours 9 hours Needs of Dual Identified Pathway 8 hours 8 hours X X X X X		5 hours	English Learner Families	×		x	x	x		x	
Pathway 5 hours System X Image: Constraint of the system X Image: Constraint of the system Im			Understanding the	^		^	^	<u>^</u>		^	
Foderal and State Policies Impeding Shours Foderal and State Immigrant Students Foderal and State Numigrant Students Foderal and State Numiter Numiter		5 hours		x							
5 hours Immigrant Students X Immigrant Students X School Policies and Strategies to Support School Policies and Immigrant Students -			Federal and State	^							
School Policies and 5 hours School Policies and Immigrant Students School Policies and Schours Schours Schours <td rowspan="3"></td> <td>5 hours</td> <td></td> <td>×</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>		5 hours		×							
shours Immigrant Students X Immigrant Students X Immigrant Students X Immigrant Students Immigrant Students X Immigrant Students Immigrant Stude		e nours	School Policies and	^							
The Dual identified Needs of Dual Identi		E hours		v							
Early Intervention is 5 hours Early Intervention is Crucial X X X X X Implementing Evidence			Needs of Dual Identified	Α							
5 hours Crucial X <	Pathway	5 hours	Students	X	х	x	X	x	x	X	x
Implementing Evidence		5 hours	Crucial	x	x	x	x	x	x	x	x
Intramendaria Evidence											
5 hours Based Practices X X X X X X X X X X X X X		5 hours	Implementing Evidence Based Practices	х	x	x	x	x	x	x	x

	1	Scaffolding Learning for								
The Secondary Learner		Secondary English								
	5 hours	Learners	x	*	Y	×	v	x	×	×
Faulway	5 Hours	Academic Discourse in	^	^	^	^	^	^	^	^
		the Secondary Content								
	5 hours	Areas	×	×	×	×	v	x	×	×
-	5 Hours	Aleas	^	^	^	^	^	^	^	^
	5 hours	Secondary Early Literacy	x	x	х	x	x	x	x	x
The Muslim Student		Getting to Know Your								
Program	15 hours	Muslim Students	x			x				
	15 hours	Muslims: Past & Present	x			x				
		Role of Muslims in the								
	15 hours	U.S. & Globally	x			x				
		Active Learning for								
The Active Learning		Writing Across								
Program	15 hours	Disciplines	x	x	х	x	x	х	x	x
		Active Learning for Early								
	15 hours	Literacy	Х	X	х	X	x	х	х	X
		Instruction for Newcomer								
Newcomers	15 hours	Students	Х	x	X	X	x	x	x	X
		A Content Teachers								
		Guide to English Learner								
Access & Literacy	45 hours	Success	Х	X	Х	X	X	Х	x	X
		Writing Across								
	45 hours	Disciplines	Х	X	Х	X	x	Х	x	X
		Whole to Part - Early								
		Literacy for English								
	45 hours	Learners	Х	X	X	X	X	Х	x	X
		Teaching Writing to								
		Intermediate & Advanced								
	45 hours	English Learners	X	X	X	X	X	X	X	X
		1				1	1			