

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**



**Submitted to
California Commission on Teacher Credentialing**

September 2002

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TO: President Richard R. Rush
FROM: Alex McNeill
DATE: September 9, 2002
SUBJECT: Your review of the Professional Teacher Preparation Program Proposal

Attached please find the Draft Professional Teacher Preparation Program Proposal to be submitted to the California Commission on Teacher Credentialing September 11, 2002 for your review and comment. This document describes our "fifth year" post-baccalaureate credential program already in operation throughout Ventura County.

Please sign the attached signature page as you did last week for our Elementary Subject Matter Program Proposal. I will ensure that your changes will be incorporated into the draft prior to submission. The final draft will contain "Exhibits" - course outlines and charts referenced in the text. Once the document is printed, you will receive a copy.

This will complete this year's submittals to the Commission. In March, 2003 we will be submitting additional credentials in secondary education that are much needed in this region.

Thank you, Dick, for your support of our rapidly evolving Teacher Preparation and Post-baccalaureate Certificate Programs.

California State University Channel Islands

PROFESSIONAL TEACHER PREPARATION

PROGRAM PROPOSAL

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INTRODUCTION

Professional Teacher Preparation Program Proposal

California State University Channel Islands is the newest public university to be established in the United States this year. CSUCI has been given the unique opportunity to construct a program of teacher education from the ground-up. Faculty, administration and staff, along with our K-12 education partners have designed a program that reflects California's state of the art continuum for teacher education. CSUCI has incorporated a paradigm for teacher education that is consonant with the ideals of our mission. This translates into a high quality, accessible, research based, technologically enhanced program for teacher education. It supports the development of a diverse teaching force for California's school age children. CSUCI is committed to ongoing improvement in education, in partnership with area school districts, the Ventura County Superintendent of Schools Office, the surrounding community, and the state.

The Multiple Subject Credential Program at California State University Channel Islands is housed in the Teacher Education Program area. In addition to the 39 units required in the fifth year program, candidates are required to complete 12 units of prerequisites. Of these 12 units, 6 fall within the undergraduate subject matter preparation program. These 6 units, while part of the subject matter preparation (SPED 345 Individuals with Disabilities in Society and ENGL 475 Language and Social Context) are integral to the preparation of teachers in California. The remaining prerequisites address the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, and are required for entrance to the fifth year program. These courses are EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts and EDUC 512 Equity, Diversity and Foundations of Teaching.

The Multiple Subject Program document is the fifth year full-time, part-time and Intern program that will establish CSUCI as a regional teacher preparation center. This document responds to the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The eighteen standards presented here are those that the Commission requires Multiple Subject Credential Programs to address. The remaining section of the document provides exhibits which present supporting documents and faculty vitae.

Category A

Program Design, Governance, and Qualities

Program Standard 1: Program Design

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of coursework and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Response

In Fall 2002, California State University Channel Islands welcomed its first students to the first four-year public university in Ventura County which is also the only new U.S. public university to open in 2002. Members of the CSUCI faculty, administration, surrounding K-12 educators and community had the unique opportunity to spend 2001-2002 planning and designing a teacher education program that is consonant with the mission and values of California State University Channel Islands. The CSUCI learning community has exercised the opportunity to construct a program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society. We are committed to a paradigm for teacher education that embraces a perspective that is inclusive, student-centered, and committed to excellence.

California State University Channel Islands places quality teacher preparation as a priority commitment. The quality of all programs ultimately is the concern of the entire CSUCI community-faculty, administration and staff.

The University has a clear mission. The core values to which we subscribe as a community are directly linked to the mission. The mission clearly addresses the need to develop educators well trained to meet the needs of diverse students in Ventura County and the state of California. The mission states:

California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with an international perspective that includes facility in two languages. To accomplish its mission, the university strives to create learning communities that involve all elements of the university, integrate community and university resources, build community-university partnerships, engage the educational community from preschool through community college, provide opportunities for adult education and lifelong learning, and preserve and enhance the culture and environment of the region.

“Opportunity-Collaboration-Integration-Community”

The Multiple Subject Program resides in the Education Program area and is closely connected to the Elementary Subject Matter Program, Liberal Studies Teaching and Learning Option. Both programs respond to the mission of the University. Thus, the following values guide both program areas:

- 1. Commitment to the development of content knowledge – breadth and depth;*
- 2. Commitment and respect for diversity of all students;*
- 3. Commitment to scholarship, teaching, and active learning;*
- 4. Commitment to excellence across program areas;*
- 5. Commitment to active involvement with the surrounding community.*

The Teacher Education Program builds from the undergraduate Liberal Studies option in Teaching and Learning (Subject Matter Preparation Program). It builds on the content knowledge base to prepare teachers to serve the varied needs of our community. Our graduates will be comfortable with the skills of self-analysis, reflection and self-critique of their teaching skills and attitudes and working in collaborative, analytical teams.

California State University Channel Islands resides in a County and State that is representative of diverse communities -- cultural, ethnic and linguistic. The diversity of student needs are at the forefront of our program for teacher preparation. We strive to implement a program for teacher education that responds to the communities and the diversity of students and their needs. Our program for teacher education occurs in a learning community that adheres to rigorous learning standards.

The CSUCI professional education programs are designed to contribute to the teaching profession by producing teachers who believe that all students have the ability to achieve high standards, who adapt their teaching so as to reach all students, who respect the diversity of all students and incorporate this into their daily teaching.

Core Values

The faculty of the Teacher Education Program believe that:

- Continuous improvement is essential to our roles as life-long learners;

- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the University, and the community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;
- Critical reflection and inquiry are an integral part of our professional responsibility.
- The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

The quality of our teacher credential preparation program is the responsibility of the faculty who are knowledgeable of current research in teaching, learning and in our respective subject areas. We incorporate this knowledge into our teaching, service, and scholarship. Faculty are current with respect to requirements and standards from the State Department of Education and assessment processes in the field as a result of attending all informational meetings and conferences.

Faculty work collaboratively and operate in an environment where all voices are heard. We practice this in our respective classrooms to deliver a program that models this value toward collaboration and inclusion.

Program Elements for Standard 1:Program Design

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements:

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledgebase of teacher education, are articulated clearly, and are evident in the delivery of the program's coursework and fieldwork.

Based on a comprehensive analysis of various factors influencing public education today, including standards based assessments and curriculums, reduced class size, greater accountability, district needs, and the rich diversity in California, the faculty members at California State University Channel Islands (CSUCI) in consultation with local districts, and members of our community, have collectively designed a course of study for the Multiple Subject Credential Program designed as an integrated course of study that reflects and builds upon our mission.

We have designed a course of study that prepares teachers who are reflective practitioners, with a belief that all children can learn; are flexible, positive and compassionate, with a willingness to reflect critically; and are ethical decision makers who embrace the cultural and linguistic diversity of our student population. We have designed a program that will enable our candidates to experience a variety of teaching

situations and become well grounded in the realities of being a teacher.

Integrated throughout the program are opportunities for candidates: to interact with fellow students and learn how to work collaboratively; to work at two different school sites, one of which is linguistically diverse, to work closely with a Cooperating Teacher and a University Supervisor to ensure timely feedback on performance; and to take classes from highly qualified faculty who have spent a considerable amount of time at the schools.

Program Design and Sequence

Foundation or Entry Level Skills

Successful Completion of Bachelor's Degree

CBEST

Fingerprint Clearance

Health

MSAT or Multiple Subject Waiver Program

45 hours documented field experience

Pre-requisites

Before entering the program, the candidates are required to complete the following pre-requisites or provide evidence that a similar sequence of study has been completed at another institution.

ENGL 475 – Language and Social Context. Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Language Learners (ELLs), investigation and knowledge of the development and acquisition of English literacy, and understanding the role of concepts and contexts in word meanings, vocabulary development, and multiple meanings. Also stressed are differences between English and other languages that impact the acquisition of English literacy by ELLs, the role of primary language literacy in the development of English language among ELLs, and the impact of disabilities on oral and written English language development. ENGL 475 is part of the Subject Matter Preparation Program. (See Exhibit B)

SPED 345- Equity, Diversity and Foundations of Schooling. Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives, social, legal, and educational considerations of disability issue SPED 345 is part of Matter Preparation Program. (See Exhibit A)

EDUC 510 – Learning Theory and Development Applied in Multicultural Education Contexts. Introduction to psychology of learning and instruction. Major concepts, principles, theories and research related to child and adolescent development; human learning; the cognitive, linguistic, social, emotional and physical development. Candidates begin to use this knowledge to create learning opportunities that support student development, motivation and learning in a social, cultural, and historical context. Includes learning theories and their application to educational practice in multicultural and multilingual classroom settings. (See Exhibit C)

EDUC 512 – Equity, Diversity and Foundations of Schooling. Principles of effective teaching students from diverse language, historical, and cultural backgrounds. Includes skills and abilities and community values. Focus on the major cultural and ethnic groups. Attention to ways of recognizing and minimizing bias in the classroom and ways to create equitable classroom community that emphasize the physical, social, emotional and intellectual safety of all students. Includes study of gender bias, diverse students, families, schools and communities and the candidate's self-examination of his/her stated and implied beliefs, attitudes and expectations related to these areas of diversity. (See Exhibit D)

The Program

The program is designed and sequenced to offer candidates the foundational information they need to be successful in the classroom and the advanced knowledge they will need in order to be successful educators. The program is designed as 36 sequenced units. Students begin by completing the first course, EDUC 520, in the preceding semester, or they may decide to take it concurrently with the first full semester course sequence. The first full semester consists of 15 units over 15 weeks. The first 8 weeks are spent in fieldwork followed by an intensive five week directed teaching experience. Students take responsibility for a classroom for one week at the end of the first semester. During the student teaching period, students continue to have classes within a reduced time frame.

The second semester consists of 18 units and follows the same pattern building on the experiences of the first semester to allow students to student teach for 10 weeks and advance in their ability to successfully take responsibility for a classroom for two weeks. One of the courses is a year long course allowing for continuity, ongoing periodic assessment, and a structure for integrating theory and practice. During the second semester, students enroll in a 1 unit Student Teaching Seminar, in order to allow time for students to engage in weekly dialogue, discussion, and reflection with fellow cohort members and faculty supervisors. We are confident that our candidates can handle the units in the program since many of the courses will be a collaborative effort with students being able to apply knowledge learned in one course to other courses. Faculty work collaboratively to design our courses, work across curriculum and plan

assignments that reinforce, but do not duplicate one another. Since collaboration is an important part of our program, we will model to our students how to work collaboratively by working in collaboration with each other on course design and assignments—so as not to overburden students.

**Full-Time Multiple Subject Credential Program
(36 units)**

Summer, Winter or Spring:

EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms	Units
	3

1st Semester

EDMS 522 Literacy 1 Multicultural/Multilingual (Field Experience Observation in the Classroom)	3
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EDMS 526 Modern Methods in Mathematics Teaching (Field Experience Observation in the Classroom)	3
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EDMS 527 History, Social Studies and Integrated Arts (Field Experience Observation in the Classroom)	4
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EDUC 560 Fieldwork/Student Teaching	5
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2nd Semester

EDMS 523 Literacy 2 Multicultural/Multilingual (Field Experience Observation in the Classroom)	4
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EDMS 529 Science, Health and PE (Field Experience Observation in the Classroom)	4
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EDUC 560 Fieldwork/Student Teaching (Field Experience Observation in the Classroom)	9
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EDUC 561 Student Teaching Seminar	1
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Building upon adult learning theory, all of the classes are highly interactive and cooperative in nature. Our faculty members are committed to designing experiential courses that will allow students to have many hands on experiences while working in the field.

1(b) In the program and its prerequisites, coursework and fieldwork are designed and sequenced to reflect principles of teacher development and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

The program, as designed, offers students many opportunities to learn how to be successful teachers in the public school system. The pre-requisites and 45 hours documented field experience ensure that the candidates have had experience in schools and a fundamental understanding of the social, cultural, historical and current educational process as well as an appreciation for the diversity of the student body and how to deal successfully within the context of the current school environment.

The program itself shows a developmental sequence with 2 prerequisite courses (EDUC 510 and EDUC 512) in the foundations of schooling and learning theory, both in a multicultural/multilingual context. This is followed by a course in Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (EDUC 520). This course includes a required fieldwork component to ensure that students will have first-hand knowledge and experiences to support their course of study.

Likewise the program shows a developmental sequence of courses where multiculturalism, multilingualism and inclusion serve as the foundation for studies in Literacy, math methods, history/social studies and the integrated arts, using a standards based curriculum that is supportive by multiple assessment strategies. These courses are linked to the students fieldwork and student teaching assignment.

The second semester is a continuation of the Literacy Multicultural/Multilingual course with a particular emphasis on differentiated instruction, second language literacy and a diverse student population. The literacy course is also continued to ensure that students have guidance in teaching reading and writing to children from English Only and English Language Learner backgrounds. Rather than designing a separate course for bilingual methods, these competencies are addressed in the Literacy courses and across the core curricular offerings. Studies in Science, Health and Physical Education further expand the students teaching repertoire. Literacy and Science, Health and Physical Education are tied to the students fieldwork and student teaching assignment.

1(c) Throughout The Program, coursework and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.

In the design of the program, students are placed at their directed teaching sites at the beginning of each semester. Therefore, during the first 8 weeks of intensive coursework, the candidates are also in their classrooms for fieldwork and student teaching providing an opportunity for them to observe the opening of school, observe, conduct assessments, and try lessons with the support of a faculty member. Additionally, when they are engaged in student teaching, they receive support from their faculty supervisor in order to further process information. Also, during formal student teaching (weeks 9-13) students continue to attend their literacy, math, and history, social studies, and arts methods courses on a reduced hourly basis.

During the directed teaching experience, the students are placed with a cooperating teacher and a University Supervisor—this connection ensures that a theoretical/practical

connection is made for the candidates as they complete their course of study.

1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students.

Each methods course within the Multiple Subjects program requires students to purchase and become acquainted with the K-12 standards for that discipline area. Students are expected to write lesson plans using the standards and to conduct extensive assessments and interventions based on the standards. (See Exhibits A-K)

1(e) Coursework and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

All of the classes have identified the TPE's that are primarily and secondarily covered in the course of study. It is the expectation that students will have multiple opportunities to practice the TPE's and that there will be multiple opportunities for demonstrated successful performance of the TPE's. (See Exhibit M)

1(f) By design, coursework and fieldwork comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

Practice of the TPA has been embedded in each of the courses as noted in the course syllabi and in the curriculum design. Specifically, TPA's will be practiced as candidates complete assignments that are aligned with the TPE's. Successful completion of TPE supported assignments is required for candidates to continue in the program.

1(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

Each candidate will be expected to successfully complete all TPE related assignments as a condition for recommendation for the preliminary teaching credential. All of the TPE related assignments will be assessed using a standard rubric for that particular course as outlined in the course syllabi. Additionally, candidates will have to compile a comprehensive Exit Portfolio to show they have successfully met and or exceeded all of the requirements to become successful teachers.

**Program Standard 2:
Collaboration in Governing the Program**

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

Response

Collaboration with K-12 educators is fundamental to California State University Channel Islands, and evident in our long term and day-to-day activities. CSU Channel Islands has several formal collaborative relationships that have profound effect on the daily operations of both the surrounding school districts and the University itself. It should be noted that the program presented in this document is the result of a planning process that included Education and Disciplinary faculty along with members of the K-12 community. During the Fall 2001 semester, Education and Subject Matter faculty met regularly to design both the Multiple Subject Credential Program and the Subject Matter Program. Weekly meetings were held with CSUCI faculty, administrators, and representatives of the Ventura County Superintendent of Schools Teacher Support Programs. The Teacher Education Advisory Committee planned a “visioning” meeting to assist the University in establishing the underlying principles of the teacher education and subject matter preparation programs. From the start, it has been our intention to create a framework for collaborative relationships among the various faculty, administration, and key educational community constituents. The Teacher Education Advisory Committee continues to meet on a periodic basis to monitor the program.

California State University Channel Islands has the unique opportunity to merge our teacher preparation program with direct applications to our University Preparation School (UPS) a dual immersion charter school run by CSUCI in conjunction with our surrounding districts. Throughout 2001-2002 faculty CSU Channel Islands have coordinated efforts with UPS, including planning for curriculum, and student observation and teaching. Similarly, we will offer selected courses on-site, so that our students will be able to observe first-hand teaching strategies, thus, merging the theory of teaching and learning, and subject matter teaching to hands-on practice.

These formal collaborative efforts have been uniquely shaped with the needs of the Ventura County school districts in mind and have helped us to establish on-going relationships with

area districts. Through these collaborative structures, we have been able to address needs in the area, including teacher qualities for graduates of our program, and issues associated with the learning needs of a diverse student population. We have been further able to address assessment and achievement concerns within area districts, and are developing strong linkages with our Charter Dual Immersion School – University Preparation School. We have formed strong connections with the various school districts to whom we will be sending our students for fieldwork and student teaching. Additionally, we have selected highly qualified area educators to teach in our subject matter and teacher preparation programs. These relationships serve as the foundation of our highly effective collaborative program model.

Program Elements for Standard 2: Collaboration in Governing the Program

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.

A unique feature of the CSUCI Teacher Preparation program is our ongoing collaboration with the K-12 schools in our service area and the Ventura County Education Office who make up the Teacher Education Advisory Committee. The purpose of the Advisory Committee is to help coordinate and assist in the implementation and monitoring of the credential program, and to facilitate and maintain ongoing communication with the area school districts, facilitate collaboration between the schools, the university, and the county office, and to provide continuing dialogue on the needs of the schools on an ongoing basis.

The Teacher Education Advisory Committee holds monthly meetings with all parties to facilitate a dialogue of issues that are of concern to the educational community, and begin working on solutions. The structure allows for the university to seek input into program design and implementation, candidate needs, student-teaching placement issues, and any other identified issues and concerns.

In addition to the structure of the Teacher Education Advisory Committee for collaborative input, we have instituted a practice of hiring distinguished area educators to teach in our program and to assist us in site supervision. Both of these efforts ensure that we have an ongoing working relationship with practitioners and are able to take their needs into account. These colleagues will sit on committees and help with program implementation and revision.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program

issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.

Through both the Teacher Education Advisory Committee and our area educators who teach with us, we have established structures for ideas to be exchanged and joint resolutions to be reached. The monthly meetings from the Teacher Education Program Advisory Committee and the Education Faculty meetings (which our area colleagues who teach with us attend and are actively involved) have become a way for all parties concerned to come together and discuss ways that programs can be enhanced and monitored to further enhance the quality of teachers in the area. The minutes for the meetings show an extensive negotiation between parties as decisions and policies are made and other issues are openly discussed and resolved.

The Teacher Education Program employs several full-time lecturers who are also recognized area educators, and several part-time instructors who are also full-time area educators. This facilitates a healthy exchange of ideas around issues of various policy and practices. It fosters mutual respect and understanding of each other's needs.

2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

Working closely with the schools in our service area, we have developed placement agreement with over 20 districts. These agreements are renewed regularly as policies and practices are reviewed. Participating schools have an opportunity to exchange ideas, offer suggestions about curriculum and provide feedback, choose cooperating teachers and assist in the assessment of cooperating teachers.

We have developed a feedback survey for university supervisors, school leaders and cooperating teachers as a structure for collecting feedback and working with the respective districts to make any changes deemed necessary. As faculty members examine the feedback, appropriate changes are made and constructed to ensure that we are meeting the needs of schools throughout our service area.

2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

Along with this Multiple Subject document submission we have submitted a subject matter preparation document for our Liberal Studies Teaching and Learning Option. As a brand new University, we have had an opportunity, unparalleled, to establish and develop an open and ongoing dialogue with members of the discipline faculty to ensure that the subject matter

preparation is aligned to the needs of our K-12 candidates. Beginning with our arrival as a faculty to CSUCI in the summer of 2001, faculty came together in an unprecedented dialogue to co-create our programs for teacher education and subject matter preparation. This dialogue continues, and is characterized by ongoing and open communication and collaborative policy and planning. Members of the Education faculty, serve on the Liberal Studies Planning and Policy Committee. A member of the Education faculty serves as Curriculum Coordinator for both programs, and works closely with the Coordinator for Liberal Studies and the Coordinator for Liberal Studies. We have co-developed the Liberal Studies program and co-designed courses that are supportive of the teaching credential program and will allow candidates to be well prepared for teaching content in a variety of ways and in a variety of settings. Additionally, education faculty teach in the Liberal Studies Program area.

Additionally, we have worked to establish a dialogue and an alignment with our area Community Colleges to better serve transfer students. We work cooperatively with our feeder schools to ensure that transferable units support the knowledge and preparation our candidates require. We have been developing an ongoing relationship to ensure a seamless transition for our students as they continue their education and pursue a teaching credential.

2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork .The program-based fieldwork component offers opportunities for purposeful involvement in collaborative partnership(s)for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers 'bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

At CSUCI, we are working to establish an intern program as indicated in the CSUCI Common Standards. We are working with the Ventura County Superintendent of Schools Office (VCSSO) to offer an intern program and to offer support to candidates and the districts. The Field Placement Coordinator and Education Program Coordinator and members of the faculty work with the VCSSO to offer support for candidates as well as works with districts to determine needs, assist in the interview process, and act as one more support for candidates who are in the field. The program operates as a collaborative model and we anticipate that it will be highly successful with impacted districts to reduce the number of teachers working under an Emergency credential.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation

program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

Since the inception of the University, CSUCI has worked hard to establish a collaborative relationship with the surrounding school districts. Integral to the establishment of such relationships, is the establishment of a close alliance with the Ventura County Superintendent of Schools (VCSSO), which holds responsibility for coordination of the BTSA program and will, in the future, be responsible for the Teacher Induction Program. CSUCI has the opportunity to serve on an advisory committee that is coordinated by the County Office BTSA Program. Members of the advisory committee include county office administration and faculty from the surrounding post-secondary institutions. We have the opportunity to work collaboratively and to participate in the discussions and part of the work that has been done with the BTSA program. CSUCI plans to establish classes and offer credit for the work done in BTSA, which will be tied to a Master of Arts program as teachers enter the induction program. We have participated and worked closely with area districts in developing their induction programs and have offered support and expertise.

We are currently in the process of developing an Educational Coalition that will consist of members of the University and area BTSA providers to ensure a smooth transition between the preliminary credential and the induction program. We are working diligently to have a seamless system that will help candidates work toward completion of advanced degrees as well as continued professional growth and development.

2(g) Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

The financial costs for operating these programs rests with the VCSSO. CSUCI supports these efforts by the participation of faculty on the BTSA committee, and the field placement coordinator who will work with the area districts in these collaborative efforts.

Program Standard 3: Relationships Between Theory and Practice

By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In coursework, classroom observations and supervised fieldwork, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Response

California State University Channel Islands is committed to preparing teachers who are reflective practitioners, with an emphasis on developing professional perspectives that are diverse, inclusive, and equitable, and incorporate different ways of knowing and doing. Our expectation is that our teacher candidates will be able to think critically, function as problem-posing change agents who are committed to teaching and learning for diversity and equity. Candidates will explore a variety of theorists across all their coursework. Theories of social, cultural, linguistic, teaching and learning contexts contribute to build a foundation in pedagogical perspectives as candidates gain applied insights into public education through their fieldwork experience. It is expected that candidates will demonstrate essential concepts and skills with their work with students in the classroom. Fieldwork will provide an opportunity for candidates to apply these theories with experiential knowledge of the state content standards, English Language Development standards, curriculum frameworks, theories of first and second language acquisition, exceptionality/special needs, and differentiated instruction.

An examination of the Standards matrix (See Exhibit M) shows that all of the courses contribute to this standard as each course includes general and discipline specific theories of exemplary practice and theoretical orientations. All courses introduce candidates to an array of opportunities to explore and apply these theories and to apply them during fieldwork and student teaching. Each course requires candidates to become involved in the examination of instruction in various settings. For example, candidates are guided in their observations to examine various teacher/student and student/student interactions, teaching, curriculum, and learning environments, along with models of effective instruction, management and assessment. Additionally, candidates are given specific assignments to observe and conduct instructional activities and assessment with English Language Learners. Finally, students are asked to observe and critique activities that focus on equity issues, with special attention to differentiated instruction.

**Program Elements for Standard 3:
Relationships Between Theory and Practice**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

3(a) In the program, the structured design of coursework and fieldwork includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

In all of the prerequisite and credential courses, a tenure line faculty member serves as the course designer who is responsible for the readings in the classroom and for ensuring that the readings are current and reflective of cutting edge theory and practice. The selected readings chosen are foundational in theoretical examination of the work in that particular field. Additionally, the readings assigned are related to professional practices in schools and classrooms through written and observational assignments, thus allowing the students to put into practice what they are reading for the coursework.

Further, our program is designed to show candidates first the relationship between theory and practice by having candidates out in the field one day a week while they are in classes. (See Exhibits A-K) Thus, candidates will have the opportunity to check these theories and gain feedback and perspective from the University Supervisor and the course professor. In each class, as evidenced by the syllabus, there are readings and assignments attached to each of the readings.

In the fieldwork experience, candidates are expected to demonstrate best practice as they are student teaching. Both the cooperating teacher and the university supervisor will examine the student work to ensure that students are utilizing best practices. (See Exhibit K)

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.

CSUCI is committed to developing reflective practitioners, and this is addressed throughout our prerequisite and credential coursework. Students have a variety of formal and informal opportunities to reflect on how the readings inform their practice in each course taken. Coursework includes a variety of interactive activities, such as quick-writes, reader response, discussions, presentations, and case-study analyses to assist students in becoming reflective practitioners. During the courses, candidates reflect on their learning experiences and critically discuss how theory and practice impact the process of schooling; including policies, practices, attitudes and achievement.

An examination of the course syllabi indicates that across the course offerings, reflective and

critical practice is addressed and demonstrated by the candidates.

3(c) Coursework and fieldwork that address curriculum, instruction and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

Coursework and fieldwork are supported by readings to help make explicit for candidates, the relationship between theory and practice. Throughout our teaching, readings, course activities, and assignments, candidates are expected to critically reflect on the relationship between theory and practice. The faculty at CSUCI is committed to the task of making explicit this connection. Faculty provide constant demonstrations of connections to practice. Students are challenged and expected to apply the knowledge learned in the readings to the practices in the classroom. All of the university supervisors and cooperating teachers are also expected to ensure that students will be applying the theories of best practices in the classroom as they conduct lessons, design lesson plans, and review for the courses being taken.

3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

As candidates move through student teaching, they will be expected to progressively make decisions, in consultation with the cooperating teacher, and then, when s/he takes over the classroom, make individual decisions. Further, candidates will reflect on those decisions daily, utilizing an interactive journal with the cooperating teacher and reflection, the actual instructional decision-making will occur in-action, during the student teaching experience.

3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e., in pedagogical circumstances in which the models are most effective).

Courses are designed to help students become reflective practitioners as they work diligently to apply the theories they are learning in the courses to their field experience. Each candidate will be expected to write lesson plans for their courses that will reflect best practices and an attention to explaining and illustrating a variety of teaching models. Faculty, are strongly committed to incorporating a variety of teaching strategies within their courses, modeling effective practice e.g., collaborative group activities, panels, reaction papers, quick-writes, fish bowls and book talks, to name a few.

Program Standard 4: Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

Response

The Multiple Subject Program fosters candidates' development of pedagogical thought and reflective practice beginning at the outset of the program, specifically in EDUC 520, Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms, and continuing across the curriculum. Candidates are introduced to pedagogical thought, reflective practice, and the planning, managing and delivery of instruction in EDUC 520 at the beginning of the credential program. Thereafter, candidates are expected to show growth and development as they progress in the program in their ability to reflect on practice and engage in these discussions. Further, it is an important consideration that all of the credential courses reflect the principles that guide pedagogically sound instruction and design of curriculum for all students. Thus, candidates study an array of education issues, such as historical, legal, social, political, cultural, and economic in a variety of settings, including Multicultural/Multilingual and Special Needs. Candidates will study and observe in a variety of classrooms which call for a variety of instructional practices and approaches, including flexible groups, cooperative learning, and thematic instruction. (See Exhibit E)

Teacher candidates are expected to continuously adapt their instructional approaches based on the children with whom they are working, the assumption being that teaching and learning is context specific and teachers need to adapt readily to the changing needs of their students. Through this approach, candidates work to ensure that the needs of all students are addressed in a given context, while utilizing multiple instructional and theoretical approaches.

Program Elements for Standard 4: Pedagogical Thought and Reflective Practice

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

Throughout the credential program, candidates are consistently asked to practice and apply the pedagogical models they are learning in their courses in order to be able to demonstrate the ability to reflect on teaching practices, assess materials, plan presentations, and design activities for daily instruction. In EDUC 520 candidates are introduced to assessment and evaluation, lesson plan writing, formative and summative assessment. Students are guided as they develop a philosophy of education that is pedagogically sound and reflective in nature.

Across the curriculum, candidates discuss current issues, trends and research related to the subjects to be taught in the schools, including literacy programs, submersion, immersion and dual immersion education, Structured English Immersion, SDAIE techniques, differentiated instruction, English language development, and appropriate use of technology. Candidates are expected to become familiar with the curriculum frameworks, content standards, English Language Development standards, as well as the achievement data in the area, to aide in their ability to make decisions and assess student learning to determine instructional goals, alternative strategies, and prior decisions.

4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

Throughout the credential coursework, candidates are expected to read, discuss, analyze and critique the social, cultural, historical, political, philosophical and psychological aspects of curriculum and instruction. Further, candidates are exposed to a variety of relevant issues pertaining to topics such as recent legislative action, policy decisions, approaches to grouping, grading, discipline and practice and policy with students from diverse backgrounds. It is the expectation that CSUCI teacher candidates will be well versed in the current issues in education in all curricular areas, especially as they pertain to best practice, cutting edge research and implications for teaching.

4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

Beginning in the prerequisite courses, and continuing into the credential courses, candidate students are required to look at their pedagogical practice. Beginning in the prerequisite course, EDUC 512 Equity, Diversity and Foundations of Schooling, candidates begin to look introspectively at their respective experiences as cultural, social individuals. In this course,

students are required to write a personal biography, where they begin to talk about their personal experiences as learners and cultural beings, and their experiences in schools. This helps candidates begin to consider how their experiences may influence who they are today, as future teachers. Students are guided as they begin to develop an understanding of how they will develop as teachers.

Continuing into the credential, students are challenged to reflect (ongoing) on their emerging self-definition of their role as teacher. Coursework, fieldwork and student teaching provide additional venues for students, to examine, their pedagogical practice via discussion with the cooperating teacher, university supervisor and professors. Additional activities such as interactive journaling, electronic journals and quick-writes support reflection, analysis and discussion of their pedagogical practice. Candidates are expected to reflect on their practice as they engage in fieldwork and student teaching and become more and more capable in the classroom. The faculty, cooperating teachers and University Supervisors model reflective practice and in turn expect that teachers will do the same.

As reflected in the culminating portfolio, there is an expectation of on-going reflection as pieces are selected and candidates begin to recognize their own areas of continued growth and development.

4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California 's economy and culture.

Developing a socio-cultural context for learning undergirds all of the prerequisite and credential coursework. This allows candidates the opportunity to apply teaching strategies in real, natural settings, working with students in participant observer, directed, guided field experiences and student teaching which are directly linked to course content. Within each subject matter course, candidates are introduced to and become familiar with the state-adopted academic content standards and the curriculum frameworks, as they engage in interactive activities, lesson and unit development and presentations that demonstrate such knowledge. Throughout their coursework, candidates are regularly exposed to critical developments in the disciplines of knowledge and the context of the California schools and communities served.

4(e) The program fosters each candidate's realization that the analysis and assessment of alternative practices promote a teacher 's professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

The cohort model adopted by the CSUCI Teacher Education Program fosters a sense of

community with activities, which include the sharing and exchange of ideas, responses to multiple sources of information, studying state curricular frameworks, content standards and policy, and legislation that impacts curriculum and instruction. Faculty are committed to promote, within each teacher candidate, the ability to work with colleagues and to work collaboratively on best practice and alternatives for meeting student needs. All classes stress equal access to content core curriculum, differentiated instruction, Specially Designed Academic Instruction in English (SDAIE) strategies, and scaffolding, thus enabling candidates to build a rich foundation as they are making pedagogical decisions on behalf of the diverse students in their classes. Indeed, our commitment to educating a diverse student population is noted in the consistency with which students are required to design lessons that are equitable, accessible, and reflective of sound pedagogy.

Program Standard 5: Equity, Diversity and Access to the Core Curriculum For All Children

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access the core curriculum. Through coursework and fieldwork candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 1999 1, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Response

California State University Channel Islands is committed to offering a state of the art program in teacher preparation that addresses the needs of all children, regardless of their ethnicity, language background, or other special need circumstances. This commitment to the preparation of teachers for the 21st century to serve the needs of all children is tantamount to our vision of education. This vision of equity and equal access is supported in our prerequisite foundational courses and throughout the credential courses. It is our intention that candidates will become critical consumers of information regarding classroom practice, curricular and instructional planning and decision-making and the impact on issues related to socially just education. Candidates will be able to identify instructional strategies to ensure equal opportunity to content information and outcomes for diverse students. Across the credential courses candidates engage in ongoing dialogues, activities, reflections, and projects that demonstrate an attitude of acceptance and inclusion of all students regardless of race, ethnicity, background, language, or special needs. All students will be shown respect and acceptance as lessons are carried out and implemented.

Additionally, there will be a particular emphasis on developing curricular units that are fair, equitable, and promote access to the content core curricula for all students. Candidates will need to demonstrate the ability to write lessons that differentiate instruction, provide equal access, attend to the need of special needs students, scaffold for appropriate developmental level, and incorporate SDAIE strategies. It is expected that, where appropriate, technology will be used to help to provide equal access to the core curriculum to ensure that every child has an opportunity to learn.

**Program Elements for Standard 5:
Equity, Diversity and Access to the Core Curriculum**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Issues pertaining to the needs of diverse students are addressed within the context of all prerequisite and core courses and field experiences. Beginning with the prerequisite courses, students are introduced to background information regarding experiences, languages, skills and abilities of students. For example, in EDUC 475 Language in Social Context, students are introduced the foundational information with respect to the language background of students, first and second language theory, and related issues pertaining to language facility. In SPED 345, students are introduced to issues of exceptionality, and the education of children with special needs. Candidates learn critical foundational knowledge regarding the needs of exceptional students. Candidates learn critical information regarding student's background experiences with a focus on social, cultural, and language factors. Finally, in EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts, candidates examine theories of learning and the relationship with respect to addressing the learning needs of diverse learners. (See Exhibits A-D)

Throughout the credential courses, Faculty members continually examine course content to ensure that candidates explore relevant problems, questions and methodologies from a variety of theoretical and practical points of view. Fieldwork and student teaching assignments that accompany courses include observation and participation in diverse school settings that are pluralistic. As candidates gain the skills and knowledge necessary for effective teaching, they are expected to also become proficient on working with students from a multitude of linguistic, ethnic, and socio-economic backgrounds. (See Exhibits A-K)

All lesson plans for all discipline areas demonstrate appropriate accommodations for all students to experience success. Candidates are required to develop lesson plans that take into account specific student needs and to show proficiency in assessing those needs as lessons progress and to make appropriate changes as necessary. In all courses, candidates will be given a number of ways to meet the needs of diverse students with multiple special needs.

5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

Candidates will study and discuss the historical and cultural traditions of the major cultures and ethnic groups within California and the United States. This will be addressed at the pre-requisite level and also in the credential program. In EDUC 512 Equity, Diversity and the Foundations of Schooling, candidates will learn about the major cultural/ethnic groups that are represented in California public school classrooms. Candidates will consider the ethnic, cultural, and linguistically diverse student population and connect specific pedagogical needs to these students. This will be expanded on in EDUC 527 History, Social Studies and Integrated Arts. In this methods course, candidates will study the specific content related to the California cultural groups and teaching of this content. The remainder of the credential courses and prerequisites are responsive to the California student population. Across these collective courses, candidates will engage in group projects expecting them to examine effective ways to include cultural traditions and community values within the instructional program. Through discussions and readings in each discipline area, candidates will be expected to provide direction for equitable access to the content core curricula for students from diverse linguistic, cultural, and social economic backgrounds.

5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

All coursework addresses the candidate's ability to recognize and minimize bias in the classroom. This standard is consonant with the underlying theme of our program in teacher education. Beginning in EDUC 512 Equity, Diversity and Foundations of Schooling, students are introduced (via readings, lecture, discussion) to issues associated to bias in the classroom and the creation of equitable and culturally responsive classroom communities. (See Exhibit D) Candidates demonstrate in the credential courses, the ability to reduce bias in the classroom and to create an equitable classroom environment that enables all students to be successful. It will be the goal of each candidate to develop a safe physical, social emotional, and intellectual environment that will enable all students to thrive.

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

Candidates address issues of gender equity in EDUC 512 Equity, Diversity and Foundations of Schooling. As stipulated in course readings, quick-writes, and class discussions, candidates are required to complete several introspective activities in which they examine their attitudes and expectations related to gender. For example, in the Personal Biography assignment, candidates are asked to examine their personal belief system as cultural beings. EDUC 512 also encourages students to begin the process of reflective practice, as they complete electronic journaling assignments, readings and reactions to issues of gender equity. As the reflective practitioner model is stressed, candidates are expected to examine their world-views and how those views impact gender equity in the classroom. Candidates will become aware of the Teacher Expectation/Student Achievement literature to understand the related negative impact of differential treatment based on gender differences.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Beginning in the foundational course, EDUC 512 Equity, Diversity and Foundations of Schooling, and across the content courses, candidates are expected to address issues of and approaches to working closely with families and the particular challenges that are pertinent to various areas (i.e. language, cultural issues). All faculty will stress the importance of working with families and valuing the strengths and differences that families bring to the educational process. During fieldwork and student teaching, candidates will have the opportunity to observe, first hand, the daily interactions with families and community. Cooperating teachers and University Supervisors support this standard in the classroom/community context. It is the expectation of the program that all candidates are proficient in developing parental involvement components that are valuable, valid, and respectful of families.

5(f) The program provides each candidate with the capacity to recognize students' specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning and, where appropriate, provide students with opportunities to engage in extracurricular activities.

A cornerstone of our program is the equal access design for lesson plans which teaches candidates how to recognize differences and how to ensure that lessons are planned and designed taking into account the varied needs of students. Candidates receive instruction in differentiating instruction, making necessary and appropriate modifications and ensuring that all students have equal access to the content core curricula. Each credential course offers candidate opportunities to work with lesson design and delivery of instruction that stresses equal access, differentiated instruction, SDAIE, scaffolding, and other strategies that ensure that all students, regardless of background, language or special needs have opportunities for success.

Additionally, candidates will be required to attend a monthly Student Teaching Seminar where they will receive additional support in the design of Specially Designed Academic Instruction in English (SDAIE) and instructional strategies for inclusion. Some of our courses have extracurricular activities, e.g., fieldtrip to the Museum of Tolerance. We will also plan a symposium once a year for our teacher candidates to have an opportunity to meet with teachers in the field in a conference setting and interact with them on a collegial level.

Category B
Preparation to Teach Curriculum To All Students in California Schools

Program Standard 6:
Opportunities to Learn, Practice and Reflect on Teaching
in All Subject Areas

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of coursework and fieldwork are formative assessments of each candidate's performance on pedagogical assignments and tasks, similar to those used in the institution's teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate's overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Response

The knowledge, skills, abilities, pre-dispositions, and attitudes required for candidates to successfully practice the TPE's and pass the institute's TPA's are embedded in each course and rated by a rubric and/or student outcome assessment, which provides formative feedback to candidates on whether or not they are achieving success.

Each course in the credential program is responsible for facilitating the practice of 4 to 5 TPE's that will lead to success in passing the TPA's. The pre-requisites EDUC 510 and EDUC 512 along with the credential courses include a variety of TPE's and the accompanying TPA. Courses were divided to include specific and common TPE's. A review of the course syllabi illustrates a variety of assignments that indicate the standard, an assignment that responds to the standard being addressed and the appropriate TPE addressed. The various assignments are linked to the TPE's along with the rubric being used for the formative assessment. Each course has a course designer who is also a member of the tenure line faculty. Responsibilities of the course designer include updating the readings and assignments as necessary, ensuring that new faculty and adjunct faculty have the knowledge and skills to carry out the core assignments in the shell syllabi and that grading of TPE's is consistent throughout all courses. The course designer also ensures the continuity across the various sections of the course, including course assignments, selected readings (based on an adopted text/readings list) and focal activities.

Candidates are expected to have a satisfactory passing grade (B or better) in the courses in order to continue in the program. Any candidate not successful with the TPE's within a given course will be given opportunities to take the course over again to improve performance.

For the formative evaluation, candidates must compile a comprehensive Program Portfolio to

provide evidence that they have successfully met and or exceeded all of the requirements to become successful teachers. The required elements of the portfolio and a rubric for rating the Program Portfolio are outlined in. Please refer the various course syllabi for a list of the TPE's that are addressed and to the matrices that indicate the specific course and TPE's. (See Exhibit M)

Program Elements for Standard 6:

Opportunities to Learn, Practice and Reflect on Teaching

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

The CSUCI credential program is comprehensive and extensive. The prerequisite courses (EDUC 510 and EDUC 512) and the credential courses each offer a systematic, comprehensive curriculum that makes direct connections to both specific and common TPE's. Each of the TPE's is practiced a number of times in various pre-requisite and core courses (See Exhibit M) to ensure that candidates have ample opportunity to practice the TPE's as they engage in the teacher preparation program. We have constructed a matrix that indicates a given course and the specific TPE's that are addressed. (See Exhibit M)

The following list of assignment by semester shows where each of the TPE's are practiced in each course by the completion of the appropriate assignments. Please note, there is a rubric associated with each assignment to provide summative feedback to students as they are developing their skills as proficient teachers in the field. (See Exhibits F and G)

Pre-requisites

EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts

1. Learning theory outlines w/ case study response (TPEs 4, 5, 7, 13, 15)
2. Short Essay question (4,5, 9, 12, 15)
3. Article analysis on Mind/Brain Research (TPEs 9, 12, 13)
4. Curriculum learning project (TPEs 4, 5, 6, 6b, 7, 11, 12, 13, 14)

EDUC 512 Equity, Diversity and Foundations of Schooling

1. Quick-writes/fishbowls (TPE's 4, 7, 15, 10)
2. Panel Presentation (TPE's 4, 8, 10, 15)

3. Personal Biography (TPE's 15)
4. Interview of a Successful Bilingual or ELD Teacher (TPE's 4, 7, 10, 15)
5. Book Review (TPE's 4, 10, 5)
6. Electronic Journal (TPE's 7, 4, 8, 10, 5)

Semester 1

EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms

1. Initial Observation and Setting Description (TPE's 2, 3, 10, 11, 13)
2. Student Observations (TPE's 2, 3)
3. Well-Remembered Events (TPE's 2, 3, 4, 5, 10, 11, 13)
4. Teacher's Use of Assessments (TPE's 2, 3, 10, 11)
5. Data Collection Tools (TPE's 2, 3)
6. Lesson Plans (TPE's 2, 3, 4, 5, 10, 11)
7. Family Strategies (TPE 11)
8. Classroom Arrangement and Management Plan (TPE's 2, 3, 4, 5, 10, 11)
- Work Sample Project (TPE 13)

EDMS 522-Literacy 1 Multicultural/Multilingual

1. Case study (TPE's 1a, 2, 3, 4, 6)
2. Reading or writing lesson (TPE's 1a, 2, 3, 4, 5, 6a, 6b)
3. Resource Notebook (TPE's 1a, 2, 3, 4, 5, 6a, 6b)

EDMS 526-Modern Methods in Mathematics Teaching

- 1. Weekly course readings and discussions (TPEs 3,9, 13)***
2. Classroom observation and reflective journal, (4, 6A/B, 7, 8, 10, 11, 13)
3. Assessments/evaluations of children's mathematical thinking (2, 3, 5, 6A/B, 7, 8)
4. Contribution of ideas and materials to peer learning (1A, 3, 4, 5, 6A/B, 7, 8, 13)
5. Design and present unit of study (1A, 3, 4, 6 A/B, 7, 9, 13)
6. Attendance at Math Conference (13)

EDMS 527-History, Social Studies and Integrated Arts

1. SDAIE Lesson (TPEs 1A, 2, 4, 5, 6, 6A/6B, 7,10, 11)
2. Content Assessment (TPEs 3, 6, 6A/6B, 7, 8, 10, 11)
3. Electronic Journal (TPEs 1A, 4, 5, 6, 7, 8, 10, 11)
4. Panel Presentation (TPEs 1A, 4, 5, 6, 7, 8, 10, 11)

EDUC 560-Fieldwork/Student Teaching

1. Daily reflection journal (TPEs 1A, 2, 4, 6A, 6B,7, 8, 10, 11, 13)
2. Videotaped lesson critique (TPEs 1A, 2, 4, 5, 6A, 6B, 7, 8, 9, 10, 11, 13)
3. Teaching portfolio (TPEs 1A, 3, 4, 5, 6A, 6B, 7, 8, 9, 11, 12, 13)

Semester 2

EDMS 523-Literacy 2 Multicultural/Multilingual

1. Case Study English Learner (TPE's 1,1a,2,3,4,5,6,7)
2. English Language Development Lesson (TPE's 1, 1A, 2, 3, 5, 6, 6A or 6B, 7 8, 9, 10, 11)
3. Managing and Organizing Language Arts Instruction (TPE's 6a, 6b, 7,8,9,10,11)
4. Resource Notebook Continued (TPE's 1a, 2, 3, 4, 5, 6a, 6b)

EDMS 529-Science, Health and PE

1. Philosophy of Teaching Science/Health/PE— (TPE's 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 11, 12, 13)
2. Role of Science in Diverse cultures (paper and PowerPoint presentation) (TPE's 4, 5, 7, 8, 11, 13)
3. Microteachings (TPE's 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11)
4. Lesson plans (TPE's 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11)
5. Thematic unit (TPE's 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11)
6. Technology fair (TPE 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 11)

EDUC 560-Fieldwork/Student Teaching

EDUC 561-Student Teaching Seminar

1. Daily reflection journal (TPEs 1A, 2, 4, 6A, 6B,7, 8, 10, 11, 13)
2. Videotaped lesson critique (TPEs 1A, 2, 4, 5, 6A, 6B, 7, 8, 9, 10, 11, 13)
3. Teaching portfolio (TPEs 1A, 3, 4, 5, 6A, 6B, 7, 8, 9, 11, 12, 13)

NOTE: At the conclusion of the program, candidates will be expected to present a program portfolio demonstrating competency in each of the TPE's and passage of the state adopted TPA's.

6(b) During the program's coursework and fieldwork, each candidate's assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding their progress toward meeting the TPE's, and this feedback contributes to each candidate 's preparation for the performance assessment.

Rubrics for each of the above assignments are being developed to ensure that students are given timely and informative feedback on their performance at various times during the program. Candidates will be aware that successful passage of the TPE assignments is required for a passing grade in the course and to be able to continue in the program. Any candidate not meeting a minimum standard will be asked to take the course over again until the standard is met.

The rubrics, developed by each discipline area, adhered to a CSUCI standard that will allow all students to receive feedback that is consistent and timely. In all cases, students must meet

or exceed the requirements on the rubric to be recommended for a passing grade. Those candidates who are recommended for a preliminary credential will have demonstrated skills, showing that they are developing as teachers who will be successful in the public school classroom setting.

6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing coursework and field experiences.

The program was designed so that the formative and summative assessment tasks are embedded in the coursework as candidates progress through the program. It is expected that the second semester students will show greater levels of competency than the first semester students. With our commitment to diversity, it is incumbent on each faculty member to practice the skills that we are hoping to teach our students. Throughout the credential courses, candidates will have a variety of opportunities to practice what they are learning via the formative assessment (TPE's connected to assignments) and receive ongoing and consistent feedback.

Program Standard 7: Preparation to Teach Reading-Language Arts

Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7-A Multiple Subject Reading, Writing, and Related Language Instruction in English

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

The language and literacy faculty at CSUCI is composed of scholar/practitioners who are committed to helping teacher candidates become reflective, well skilled and highly informed, problem posing teacher researchers, who are ethical decision makers, and address issues related to diversity within inclusive environments. In support of this endeavor, candidates develop their professional perspectives as they come to know major reading theorists, understand the connection between research and practice, and comprehend how to help all students become successful readers by implementing a well- balanced language arts program.

The CSUCI literacy course has been designed to provide a strong foundation of scholarship for candidates, a solid understanding of assessment and intervention strategies for struggling readers, and effective instructional teaching practices, and multiple strategies for developing K-12 students' fluency in reading. The underlying feature of our program lies in three main areas, 1) the strength of the faculty, who are committed to updating readings and staying on top of current research; 2) the cohort model which allows our students to learn how to work collectively and collaboratively with each other and develop networks among other teachers and; 3) the structure of the program which allows for candidates to be in classes one day a week during instruction and then in full-time student teaching for two semesters—the two semester model ensures that we will have contact with our students before and after they have been in the classroom practicing.

The two courses for literacy instruction and development are EDUC 522: Literacy 1 Multicultural/Multilingual and the EDUC 523: Literacy 2 Multicultural/Multilingual. The classes introduce candidates to best practices in beginning reading instruction with a strong foundation in phonics instruction, phonemic awareness, and concepts of print, assessment through multiple measures, monitoring student progress, reading intervention plans to ensure success, and content area reading and writing. To help candidates become proficient in reading instruction they are required to conduct one in-depth case study for a struggling reader in Grades 1-3 in their field placement classroom. They must identify assessment strategies, conduct the assessment, analyze the assessments, prepare and conduct interventions, and reflect on the process to include what they learned, what they would try differently, and how the intervention worked. (See Exhibit F) In the second semester, they must conduct a modified case study with a focus on interventions and strategies that are based on the standards for the upper grades level.

To ensure that our candidates are familiar with the Language Arts Framework, it is a required text for both the Language and Literacy Education courses. Candidates must use the framework to complete the Case-study analysis assignment, for the interventions have to be selected based on gaps between the stated standard for a grade level and the actual achievement of the students. Additionally, in the Reading/Writing Lesson plan (See Exhibit L) students must determine which standards are being taught and note the standard on the lesson plan. It is the expectation of the literacy faculty and our partner schools that candidates will be well versed in the English-language arts framework and the adopted standards for the district.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that

promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners.

As we developed the courses for literacy instruction, reading comprehension, a strong literature component, independent reading, and content area reading and writing became an integral part of our expanded courses. Candidates are expected to complete a Literacy Resource Notebook that will include sections on each of these components. They will be expected to share and collect information they are using in their field experience to enhance their ability to teach the various components of reading. Each candidate will be expected to compile strategies for scaffolding literacy instruction for English Learners and Special needs students, differentiate instruction to help all students achieve success, and use SDAIE strategies to ensure that students are able to access content through their reading and writing activities.

As stipulated in all our course offerings, it is imperative that our program support and emphasize with each candidate, various approaches to accommodate English learners and Special needs students by using designs that promote equal access to ensure that all students will have an opportunity to experience a high quality, standards based program.

7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

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(i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.

In the literacy classes, as well as in the other discipline classes, candidates are expected to become knowledgeable of, practice and show proficiency with varying types of texts. In their field placement, candidates will work with expository as well as narrative texts as they are working toward developing a language arts program.

To help candidates achieve this goal, the Managing the Language Arts Assignment of the EDMS 523 – Literacy 2 Multicultural/Multilingual class will guide and instruct students on how to develop and manage a comprehensive language arts program that takes into account various genres in reading and writing, helps students become proficient in using a variety of materials, and allows candidates to work successfully with the full range of reading abilities found in any classroom.

Additionally, accommodations and scaffolding strategies for English Language Learners and special needs students will be a part of this assignment, as candidates include how to help all students achieve access to a variety of course materials through independent and teacher-supported reading opportunities.

(ii) Instruction and experience in developing student background knowledge and

vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

We have planned instruction and field experience to address student background knowledge and how to fully develop academic concepts and language that will assist in reading and writing achievement. In both the In-depth Case Study and the Modified Case Study assignments, candidates are expected to collect data on the student's background and include interventions for vocabulary development, background knowledge, and reading comprehension strategies.

Candidates have various opportunities to observe and comment on comprehension strategies observed in the field and how this aids in their ability to instruct students. The instruction of comprehension strategies, such as summarizing, questioning, and making inferences will be taught in class with an expectation that candidates will have an opportunity to develop these skills out in the field.

(iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

Oral language instruction is stressed. In the case studies, oral language appears as an intervention for early readers, struggling readers, and second language learners. In the resource notebook, there is a section for readings, writings, and research and best practices for promoting oral language development in both formal and informal settings.

(iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

Writing instruction will be incorporated in both courses, especially expository and narrative writing with an emphasis on helping candidates plan and perform lessons that are comprehensive and promote the use of conventional writing strategies. There will be a section in the resource notebook devoted to collecting information, research and best practices for writing instruction. Additionally, candidates are expected to demonstrate proficiency in writing lessons and interventions that incorporate developing the writing skills of all students. As a focal point of the Managing the Language Arts Period assignment, writing will have to be integrated in a variety of settings throughout the day, as students practice, reach standards and are challenged to learn through the writing process.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

The selection of readings for the first semester course includes a number of books on explicit skills instruction to help candidates become well versed in teaching phonics, phonemic awareness, decoding skills, spelling patterns and sound/symbol relationship. Additionally,

the Resource notebook will contain a section on explicit literacy instruction where candidates will collect information, research, papers, and strategies that are designed to help them implement an extensive language arts program that is balanced and includes a comprehensive skills development section, especially for second language learners and special needs students.

7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

The CSUCI credential program includes the study of the family and the role of the community in developing literacy skills in a number of courses. It is incumbent upon each candidate to become familiar with the communities within the schools they serve and to determine how best to serve those communities. In the pre-requisite courses, ENGL 475 and EDUC 512 and EDUC 510, candidates are expected to learn about the families and communities in a general sense and with particular attention paid to early literacy skills. The ENGL 475 and EDUC 512 courses specifically provide a context and foundation for helping candidates understand the unique needs of families as they develop early literacy skills. Family literacy as well as primary language literacy will be studied. In EDUC 510, candidates will explore the role of the family in education and how parental involvement can positively impact the educational process.

In the EDUC 512 course, study families in diverse settings and begin to develop strategies to help families of special needs students to become advocates of their educational goals and milestones. In the EDMS 522 and 523 courses, candidates are expected to define effective strategies for working with diverse families as they are developing intervention strategies for struggling readers during the comprehensive case study and the modified case study. For this assignment, candidates are expected to identify effective measures for involving parents and communities in the educational process.

Early intervention, diagnostic on-going assessments and guided practice are a part of the EDUC 522 and EDUC 523 assignments as candidates are expected to use on-going comprehensive and extensive assessments to determine the interventions that will need to take place as candidates try to help students become proficient readers and writers. Candidates are expected to graphically delineate the assessment, the strengths and challenges of the students, the interventions, and a reflection of the interventions as they develop their case studies and their ability to ensure that all students have access to a rigorous and comprehensive language arts program.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

As part of the EDUC 522 and EDUC 523 courses, candidates will study the structure of the

English language and read the research on how children learn to read. They will be expected to apply the theory to practice as they complete their case studies; in the case study, candidates are expected to identify what they have learned from the assessments and how they plan on using that information to ensure that the student will have access to the program. Interventions that are planned are expected to be balanced and based on sound research that the students are learning in class. It is expected that each candidate demonstrate the ability to apply the theories and knowledge of first and second language acquisition, the role of primary language in second language acquisition, the structure of the English language, how children best learn how to read and accommodations for special needs students in their assignments.

Additionally, as a part of their resource notebook, candidates are expected to compile information, research, strategies, and effective practices on working with English Language Learners and special needs students in the area of literacy. Included in this section will be research and theories on the structure of the English language and beginning reading.

7A(g) As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to reading and language arts instruction.

The institution has provided for adequate coverage of the reading and language arts courses. Given the nature of a start-up campus, currently, there is only 1 tenure line faculty member in language and literacy. This individual holds the rank of Professor. Additionally, the University has hired a distinguished area educator to teach in the language and literacy courses. The University has allocated additional resources to recruit highly qualified additional language and literacy faculty. Within the present language and literacy faculty, there are various levels of expertise in the areas of language acquisition, second language learners, beginning reading, on-going diagnostic assessments, writing, reading and writing in the content areas, and research and development. (See Exhibit O)

Furthermore, we work with an excellent group of area educators who are highly qualified language arts teachers and who have spent many years working in the schools. These students have a Master's degree in Reading/Language Arts, and have been an asset to our staff. The language and literacy professor and distinguished educator ensure that we have an (initially) well-qualified staff to teach our courses.

Through the connection with University Preparation School, there is ample opportunity for our reading instructors to collaborate with area educators and the community at large to ensure that the literacy program is meeting the needs of the community. Furthermore, our literacy instructors work closely with the Ventura County Superintendent of Schools Office (VCSSO). We anticipate that, our literacy instructors will work diligently and collaboratively with the BTSA to ensure a quality and connected program as candidates leave

our program and go into an induction program.

Field supervisors and cooperating teachers are also given an opportunity to evaluate the program, offer suggestions for improvement, and to work closely with professors to ensure that assignments are timely, meaningful, and related to the standards the students are expected to master.

7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Although there is no specific RICA prep course, in the EDUC 522 and EDUC 523 courses, candidates are expected to gain a comprehensive view of the exam and compile all of their information from their other courses to be able to formulate a study-guide that will be useful in helping candidates pass the exam, apply the information gathered, and organize as a resource to use when they enter their own classrooms.

Candidates will be familiar with the 13 RICA content areas, conduct guided observations of all 13 areas, and compile best practices, research, and interventions for each area. Field supervisors are aware of the need to master the RICA domains and are provided with ideas and strategies to guide the candidates to be successful.

7A(i) The field experience site placement(s) and/or supervised teaching assignment(s) of each candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

As part of our ongoing commitment to language and cultural competencies and diversity issues, at CSUCI all site placements include at least one experience in a CLAD or ELD/ESL type classroom of diverse learners. All candidates will have an experience in a classroom where beginning reading is taught in a diverse setting. Placements are a collaborative effort between the districts and the university and our candidates are placed in diverse schools where there is the greatest need to reduce adult to child ratios and there is a clear emphasis on mastering standards. The placements are designed to be mutually beneficial to the recipient schools and cooperating teacher by placing a dedicated candidate to help in individualizing instruction and helping all students meet standards.

7A(j) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 11 candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment

of candidate attainment of performance standards in reading, writing and related language instruction.

The selection of classroom cooperating teachers to supervise candidates is a mutual decision between the area districts and the University. Currently, we place with University Preparation School and schools and surrounding school districts within Ventura County. We have agreed with area schools and districts that at least 2 and preferably 3 candidates be placed at a school to allow for candidates to network and connect with each other.

Language and Literacy instructors have an opportunity to attend meetings with district personnel to discuss areas of need, best practices, and ways to reach high levels of performance standards in reading, writing, and related language instruction. We have worked diligently with districts to ensure that field placements were of the highest quality, allowing our candidates to see effective instructional practices.

Evaluation of teacher candidates is a collaborative and cooperative effort between the University Supervisor and the cooperating teachers. Candidates are expected to reach a professional level of performance ensuring that they will be successful in an induction program. In order to be recommended for a preliminary credential, candidates must be able to show that they can apply theories of beginning reading and first and second language acquisition to help all students achieve high levels of success.

Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple Subject (MS) Candidates

In subjects other than Reading-Language Arts, the professional teacher preparation program provides introductory coursework and supervised practice that begin to prepare each candidate for a Multiple Subject (MS) Teaching Credential to plan and deliver content-specific instruction consistent with state-adopted academic content standards for students and curriculum frameworks in the following major subject areas: mathematics, science, history-social science, the visual and performing arts, physical education, and health. In the program, MS candidates apply Teaching Performance Expectations (TPEs) to the teaching of each major subject area, and they learn and use specific pedagogical knowledge and skills that comprise the subject-specific TPEs for Multiple Subject Candidates. In each major subject area, MS candidates demonstrate basic ability to plan and implement instruction that fosters student achievement of state-adopted academic content standards for students, using appropriate instructional strategies and materials. In the program, candidates begin to interrelate ideas and information within and across the major subject areas.

Response

The Multiple-Subject Credential Program at CSUCI has a comprehensive and extensive pedagogical preparation program that is scholar/practitioner based and adheres to best practices in the field. In each of the academic subject areas, there is a 3 or 4-unit course devoted to preparing candidates to successfully be able to teach the K-8 standards to a diverse student population. Each class has a course designer responsible for maintaining an up-to-date syllabus and preparing new professors and adjuncts to teach the TPE's and provide practice in the TPE's for each candidate. It is the goal of the program to have each candidate feel competent in teaching the K-8 standards in such a way that fosters student achievement, makes use of appropriate instructional strategies and materials, and integrates the subject areas for ease of instruction and deeper understanding, with attention to providing differentiated instruction. Additionally, candidates are provided strategies for how to handle a large amount of subject area content within the course of a day, a week, a month and a year, in order to cover the complete curriculum.

Program Elements for Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

8A(a) Mathematics .During interrelated activities in program coursework and fieldwork, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K–8), (2) enable K–8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K–8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice; and (6) interrelate ideas and information within and across mathematics and other subject areas.

Math content and skills is primarily taught in the Math Concepts course, EDMS 526 Modern Methods in Mathematics Teaching. In this course, candidates will explore computational and procedural skills, conceptual understanding of the logic and structure of mathematics, and problem-solving skills in mathematics. Candidates will learn how to teach the adopted academic content standards for students in mathematics in the K-8 setting. As a part of the course, candidates will be expected to practice specific TPE's in a corresponding assignment. These assignments, will allow the math faculty to make formative and summative evaluations based on candidate performance on the assignments. (See Exhibit H)

The TPE's will cover a candidate's ability to teach logical connections across major content standards, apply learned skills to novel and increasingly complex problems, model and teach problem solving, clarify mathematical misunderstandings, design appropriate assignments to develop student understanding, and interrelated ideas and information within and across mathematics and other subject areas.

Science, Health and PE

Introduction

Science, PE, and Health will be combined in an integrated (4 unit) methods course, EDMS 529 – Science, Health and PE. In this course candidates will learn how to teach the K-8 Science, K-8 Health, and K-8 PE content standards. While these three areas have their own specific knowledge bases and content specific pedagogical approaches, at a fundamental level they are closely related. Within the area of Physical Education tangible connections can be made to the areas of health and life sciences through emphases on movement and physiology. EDMS 529 will address content specific pedagogy for the three content areas of Science, Health, and PE. A description of how EDMS 529 will cover these areas will be discussed after each standard. The students will practice the following TPE's: 1A, 2, 3, 4, 5, 6A, 6B, 7, 8, 9, 10, 11, 12, and 13 in this course as part of their assignments. EDMS 529, as with all of the courses in the teacher credential program explicitly infuses technology, attention to English Learners and diverse student learners, and multicultural education.

8A(b) Science During interrelated activities in program coursework and fieldwork,

MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K-8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6,200114 important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

Science teaching methods are covered in EDMS 529 Science, Health and PE. The science academic content standards in the areas of life, physical, and earth science in conjunction with the investigation and experimentation standards will be addressed in this course. The assignments will include the following: personal philosophy of science and science teaching paper, role of science in diverse cultures paper and presentation, microteachings, concept maps, peer and self-evaluations of videotaped teaching lessons, science lesson plans to include: directed science reading lesson (language across curriculum for EL and diverse learners), inquiry lessons, technology fair, creating performance assessments, and a thematic health/PE/science unit which allow students to practice and become proficient in writing standards based science lesson plans, implement a hands-on science curriculum that provides access to diverse students, and maintains high levels of expectations.

The course also requires each candidate to plan and organize lessons in the physical, life, and earth sciences, conduct experiments, and organize effective laboratory and field activities. Additionally, candidates will be asked to differentiate instruction and use strategies for universal access as they prepare lessons that will interrelate the science curriculum with ideas and information within and across Science, Health, PE and other subject areas.

8A(f) Health During coursework, activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

The standard for Health will be covered in a EDMS 529 – Science, Health and PE. Health portion will cover content specific teaching strategies that are effective in achieving the goals of personal responsibility for lifelong health, respect for and promotion of health, understanding growth and development and the use of health related products and services.

The assignments will include the following: personal statement of well-being goals, International Health Fair, school site health survey, microteachings, concept maps, peer and self-evaluations of videotaped teaching lessons, health lesson plans to highlight EL and diverse learners, technology fair, creating performance assessments, and a thematic health/PE/science unit which allow students to practice and become proficient in writing standards based health lesson plans, implement a hands-on curriculum that provides access to

diverse students, and maintains high levels of expectations.

Additionally, the CPR requirement will be covered in the Health seminars allowing candidates to update their cards to ensure that they are current when they begin student teaching and their teaching careers.

Furthermore, candidates will be placed in field experiences that will be implementing a state approved health program that they will be expected to learn how to teach and implement.

8A(e) Physical Education. During interrelated activities in program coursework and fieldwork, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

PE teaching methods will be covered in EDMS 529 Science, Health and PE. Fundamental to teaching PE is the understanding of how our body works and how we respond to physical movement, self-image and personal development, and social development. The assignments will include the following: personal statement of well-being goals, comparison paper on international recreational activities, microteachings, concept maps, peer and self-evaluations of videotaped teaching lessons, PE lesson plans to include: sequential development of fine and gross motor skills lessons (with attention to EL and diverse learners), technology fair, creating performance assessments, and a thematic health/PE/science unit which allow students to practice and become proficient in writing standards based lesson plans, implement a hands-on curriculum that provides access to diverse students, and maintains high levels of expectations.

Introduction

History-Social Science and the Visual and Performing Arts will be combined in an integrated (4 unit) methods course, EDMS 527 – History, Social Studies and Integrated Arts. In this course candidates will learn how to teach the K-8 History-Social Science, K-8 Visual and Performing Arts content standards. While these two areas have their own specific knowledge bases and content specific pedagogical approaches at a fundamental level they are closely related. Within the area of History-Social Studies connections can be made to the area of the Visual and Performing Arts through emphases on the social and historical setting that connects to specific moments and events related to the arts. EDMS 527 will address content specific pedagogy for the two content areas of History-Social Science and the Visual and Performing Arts. A description of how EDMS 527 will cover these areas will be discussed after each standard. The students will practice the TPE's in this course as part of their assignments. (See Exhibit I) EDMS 527, as with all of the courses in the teacher credential program explicitly infuses technology, attention to English Learners and diverse student learners, and multicultural education.

8A(c) History-Social Science During interrelated activities in program coursework and fieldwork, MS candidates learn to (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3)incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects. MS candidates begin to interrelate ideas and information within and across history/social science and other subject areas.

History and Social Science content and skills are primarily covered in the EDMS 527 – History-Social Studies and Integrated Arts.. In this course, candidates will become familiar with the History-Social Science framework and standards for K-8 education. Candidates will learn how to teach the state adopted academic content standard to diverse students, ensuring that each student has access to a rigorous social studies curriculum. Candidates will need to successfully complete the variety of assignments in order to pass the course. These assignments will ensure that candidates have an opportunity to practice the TPE's and become proficient beginning teachers. (See Exhibit I)

The assignments will ensure that candidates draw on social science concepts and engage in cross-cultural activities, incorporate basic critical thinking skills and study skills into content-based instruction, and utilize simulations, debates, research activities and cooperative projects as they plan their lessons and designs.

8A(d) Visual and Performing Arts. During interrelated activities in program coursework and fieldwork, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursing meaning in the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

The Visual and Performing Arts content and skills are covered in EDMS 527 – History, Social Studies and Integrated Arts. The Visual and Performing Arts is integrated into the course curriculum through various activities and strategies that the candidates are expected to complete and in their field experience.

Program Standard 9: Using Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Response

Technology is basic and foundational to our teacher preparation program at CSUCI. Use of technology for teaching and learning is infused throughout the coursework and student teaching. Given our commitment to diversity and the understanding that we are preparing teachers to teach “all children”, we are committed to increasing the skills of teachers using information technology so that they are able to increase the access and use of technology with their students. First, candidates are expected to become proficient in the basics of using technology for personal productivity. The following skills are introduced in pre-requisite courses and practiced in the professional preparation sequence: word processing, using e-mail, accessing information on the web, using educational software, designing professional web pages, and conducting Power Point presentations. Second, candidates are expected to become proficient in the use of technology for educational purposes. Candidates learn how to use technology to help all students access content knowledge. The candidates become skilled in the use of information technology to ensure universal access and differentiation of instruction. Candidates learn how to use hardware and peripherals to their advantage for instructional purposes.

Program Elements for Standard 9: Using Computer-Based Technology in the Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

9(a) Each candidate considers the content to be taught and selects appropriate technological resources to support, manage, and enhance student learning in relation to prior experiences and level of academic accomplishment.

As our program candidates learn about the content to be covered by specific grade levels of students via the California academic content standards, they also learn the technological resources available to enhance the specific knowledge and skills. Further they learn how to access new technological resources that support their teaching of the content through the use of web-based multi-media.

Candidates learn how to use technology as a tool for instruction in the specific content areas. Technology is used as supporting instruction not driving instruction. For example, PowerPoint is used to demonstrate concepts, it is also used to assess concepts, the children create the equivalent of a multimedia poster that summarizes their learning on essential concepts. The incorporation of pictures, movies and sound enhances the work and motivates students to demonstrate their knowledge and skills on a topic.

The candidates learn to manage student learning through the use of generic and specific software such as databases, spreadsheets, word processing, and electronic grade books.

9(b) Each candidate analyzes best practices and research findings on the use of technology and designs lessons accordingly.

Through course readings and assignments, candidates analyze instructional technology and apply it in their lessons. For example, in teaching mathematics (EDMS 526) after reading about the research in mathematics and computer technology, students select software for review with their classmates. They generate a list of best practices using technology and then evaluate the software they have selected against the criteria. Subsequently they design lessons that incorporate the best of the software selected that supports and enriches instruction.

9(c) Each candidate is familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Candidates learn the basic principles of operation of computer hardware and software in the pre-requisite courses (Comp 101 and other Liberal Studies courses). In the Professional Preparation Program, they apply the concepts learned in new situations. For example, in Educ. 520, Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classes, they use digital cameras and basic photo-editing software. The candidates will problem solve how to connect the cameras to the computers in the lab and then up-load, transfer, manipulate and incorporate their photos into PowerPoint presentations. Candidates will learn how to scan images and text and import it into their presentations and web pages. Candidates will assess their technology skills using CTAP2 Technology Assessment Profile, an on-line self-assessment tool that allows educators to determine their level of technology proficiency.

9(d) Each candidate uses computer applications to manage records and to communicate through printed media.

Candidates have multiple opportunities to manage records and to communicate through printed media. For example, candidates learn and use software to design, format and print a graphically enhanced newsletter to send home to families in Educ 520. In addition they use word processing software to write a letter home to families about their child's progress. Spreadsheets and databases are used to manage demographic and assessment information about the children in the candidate's class.

9(e) Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative.

All courses at CSUCI use a web-based tool, called Blackboard, to manage course information and communication. This web-portal incorporates syllabi, course documents, electronic course announcements, email, and a threaded discussion board. Faculty and candidates use this tool to communicate with each other individually and as a group. For example, candidates in Educ. 560 Student Teaching will be able to communicate with University Supervisors and each other to share their experiences about field observations and student teaching. These communications focus on shared reflections and collaborative problem solving.

9(f) Each candidate examines a variety of current educational technologies and uses established selection criteria to evaluate materials, for example, multimedia, Internet resources, telecommunications, computer-assisted instruction, and productivity and presentation tools. (See California State guidelines and evaluations.)

Candidates use the criteria for evaluating instructional resources within each content framework for California public schools to examine technology-based materials as instructional resources. For example in EDMS 527, History, Social Studies and Integrated Arts, candidates apply the criteria for evaluating instructional resources to software, web sites and multimedia packages appropriate for students in a particular grade level.

9(g) Each candidate chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning.

Candidates align their lessons with content standards and then examine and select appropriate software, hardware and peripherals based upon their relevance, effectiveness, and value added to the lessons. They practice this skill in each teaching methods course and in student teaching.

9(h) Each candidate demonstrates competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered.

Candidates learn the basics of electronic searching in the prerequisite courses through a variety of research projects and guided instruction conducted by the campus librarians and

instructors. In the professional preparation program, this knowledge and skill is enhanced and extended through assignments where the candidates explore electronic search tools for the purpose of identifying hardware, software and peripherals appropriate for their instruction. For example in EDUC 520, Observing and Guiding Behavior, the candidates must seek out information on the web and then analyze and critique it for its authenticity, reliability and biases. The candidates explore the voices heard and not heard in the materials that they locate on the web.

9(i) Each candidate demonstrates knowledge of copyright issues and of privacy, security, safety issues and acceptable use policies.

Candidates learn the basic information about copyright issues, privacy, security, safety and acceptable use policies in the pre-requisite courses. In the professional preparation program they participate in the application of these principles and values in K-8 classrooms. Discussions about the applications take place during in-class and electronic discussions, and in student seminar. Candidates are required to cite sources on their lessons demonstrating their knowledge of these laws.

Category C
Preparation to Teach All Students in California Schools
Program Standard 10: Preparation for Learning
to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Response

The CSUCI faculty believe that, collectively, via all of the courses, we share responsibility to guide our candidates toward the creation of a healthy environment that is supportive for student learning. This is true for all courses and prerequisites, and especially so for the discipline areas, where students will be expected to design lessons and create classroom environments that are supportive and reflective of equal access and differentiated instruction. It is the expectation that within the program design, that all courses will specifically cover how to teach all students and how to create classrooms that are fair, democratic, and supportive, such that students have a variety of opportunities for growth and success.

Additionally, several courses: SPED 345 Individuals with Disabilities in Society; EDMS 510 Learning Theory and Development Applied in Multicultural Education Contexts; EDUC 512 Equity, Diversity and Foundations of Schooling; EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms; and EDMS 529 Science, Health and PE have curriculum and assignments that are specifically designed to help candidates reach this standard. Each of the three courses has a focus on working with diverse families, equal access, differentiated instruction, and a number safety and health issues. This design allows our candidates to acquire general application of the standard with specifics for each subject matter.

Program Elements for Standard 10:
Preparation for Learning to Create a Supportive,
Healthy Environment for Student Learning

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:

(i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;

In SPED 345 and EDUC 512, the candidates will have an opportunity to study the laws and regulations governing special needs students and their requirements. They will be given information on parents', students' and teachers' rights and responsibilities as they pertain to the various laws.

In EDUC 512, candidates are introduced to the laws and responsibilities governing second language learners and children who speak a language other than English. Candidates are updated on recent legislative action that impacts the instruction and curricular programs for English Language Learners. Parental rights and responsibilities will be covered as well as school rights and responsibilities.

In each of these classes, candidates will be given information on how to work effectively and respectfully with parents, families, and local communities.

(ii) the effects of family involvement on teaching, learning and academic achievement;

Although covered in all courses, effective family involvement will be expected for all candidates. Lesson designs and unit plans will be expected to include sections on parental involvement that is respectful of the community and shows an understanding of difference. Parental involvement for diverse communities will be primarily covered in EDUC 512 where candidates will study different family units, the effects on educational achievement, working in diverse settings, and applying that knowledge in schools and classrooms.

(iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;

Although covered in all courses for specific discipline areas, effective family involvement for diverse communities will be primarily covered in EDUC 510 and EDUC 512 where candidates will study different family units, the effects on educational achievement, working in diverse settings, and applying that knowledge in schools and classrooms. EDUC 510 will address this from a teaching and learning perspective while EDUC 512 will address this from a socio-cultural perspective.

Specifically, the curriculum will cover family structures and how to be supportive and respectful for all families. Acceptance of child rearing practices that are different, allowing for community success, and working within different cultural environments to ensure acceptance and approval of important skills developed in the CSUCI program.

(iv) effective communication with all families; and

In EDUC 510 and EDUC 512 candidates will be expected to apply effective strategies and practices for communicating with families in a variety of contexts. Additionally, candidates will have the benefit of an early fieldwork placement University Preparation School (UPS). This early field placement will allow all candidates to observe first hand, the opening of school. Candidates will be expected to participate in back-to-school/opening of school preparation and activities, including, Back-to-School Night, participate in parent activities during their field placement, and attend parent-teacher conferences. Candidates will also be expected to become familiar with their responsibilities during a Student Study Team (SST) process and how it will effect and impact their participation.

(v) the variety of support and resource roles that families may assume within and outside the school.

In EDUC 512, EDUC 520 and in the fieldwork/student teaching experience, candidates will be expected to ascertain the resources available for parents and how to let it be known to parents that these are there. Candidates will be expected to gather information and documentation on how to help all parents have access to resources and support from the community.

10(b) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply major concepts principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

One of the underlying features of the CSUCI program for teacher education is the collectively held belief that we are preparing teachers for the 21st Century. Individuals will be well trained and prepared to create classroom environments for teaching and learning that are socially just and democratic. As we work to implement the vision for socially just, and equitable education, each course and field experience/student teaching experience is expected to prepare candidates to apply the major concepts and principles of social justice, equal access and schooling in a democratic society.

Specifically, in each course candidates are expected to design lessons with an equal access and differentiated instruction component, to make accommodations for all learners and to ensure that they are implementing a safe and healthy environment. Additionally, through the infusion of language, culture, exceptionality/special needs, technology, and gender equity model, each course has multicultural components that are infused into the course of study to ensure that access is universal and equitable.

10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 20 concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on: (i) the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or

compromise their health and safety; (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school; (iii) effective strategies for encouraging the healthy nutrition of children and youth; and (iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

The health issues for Standard 10c are primarily covered in the EDMS 529 Science, Health and PE. In that course, candidates will learn about the health status of children and the impact on academic achievement, chronic and communicable diseases, encouraging healthy nutrition, and knowledge and understanding of the physiological and sociological effect of alcohol and drug use.

In the EDUC 510 course, candidates will be given specific information regarding referrals, the process for securing help, and reporting suspected drug and alcohol use or abuse.

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

In both the EDMS 510 and EDMS 512 courses, candidates will be given information on how to deal with conflicts in a manner that does not escalate and allows all students to feel safe in the classroom. Candidates will be introduced to strategies in conflict-resolution toward the creation of safe and peaceful learning environments. Strategies for recognizing violent behavior and conflicts will be taught with an emphasis on de-escalation before the situation gets out of hand.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

In the EDUC 510, EDUC 512, EDUC 520 and EDMS 552 courses, candidates will be expected to become familiar with the resources available for helping students and parents gain access to services available both on and off campus. Candidates will be expected to research available resources from the Ventura County Superintendent of Schools Office as well as other social service agencies in the area.

Program Standard 11: Preparation to Use Educational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

Response

As a part of our teacher education program at CSUCI, we are committed to preparing candidates who are well versed in theory and can become critical consumers of research to help inform curricular and instructional practice. To that end, we have two courses EDUC 510 and EDUC 512 that focus primarily on Educational Foundation issues. EDUC 510 focuses on the foundations of learning theory and the connection to practice. EDUC 512 focuses on the historical, social, cultural, and linguistic factors that influence human learning. Both courses allow candidates to gain an understanding and appreciation for the major concepts, principles, theories, and research related to child and adolescent development. Additionally, in each discipline area research will be presented on human learning and the social-cultural context for education. This will enable candidates to have a general foundation in educational development and specific information regarding the development of math and science concepts, early literacy, and first and second language acquisition.

It is our objective that candidates be able to evaluate educational research for its reliability and validity and relevance; and ask pertinent questions about whether or not a piece of research is helpful. Additionally, in all discipline courses candidates will study the state frameworks and content standards and the research foundation for each of the frameworks as they discuss and learn best practices for effective instruction and student achievement.

Program Elements for Standard 11: Preparation to Use Educational Ideas and Research

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development

of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

In the prerequisite courses, ENGL 475 Language and Social Context and EDUC 510 Learning Theory and Development Applied in Multicultural Education Context and EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms, candidates will be exposed to theories and research related to cognitive, linguistic, social, emotional and physical development of children and adolescents. They will be expected to apply this foundation as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study. (See Exhibits B and C)

Theories (and practice) of first and second language acquisition are covered in ENGL 475 Language and Social Context and EDMS 522 Literacy 1 and EDMS 523 Literacy 2. Foundations of first and second language acquisition are covered in the following courses and include coverage of these competencies:

ENGL 475 - Includes foundations in theories and factors in first and second language development. Competencies addressed include: historical and current theories/models of language analyses, psychological, socio-cultural, pedagogical, and political factors affecting first and second language development.

EDMS 522 and EDMS 523 - Includes the incorporation of primary and second language acquisition theory with a focus on language structures, e.g., word formation, sound systems, syntax, word meaning, language in context, written discourse, oral discourse, nonverbal communication and language change.

11(b) Theories of Learning. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

In the prerequisite EDUC 510 and EDUC 520 subject matter course candidates are exposed to theories of learning and achievement. They are expected to apply this foundational information as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study.

Prior to the program, candidates must take a three-hour field experience course (EDUC 101) which focuses on current educational issues and includes a 30-hour field experience in elementary schools. Prerequisite coursework (EDMS 510) addresses the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition. All other coursework includes discussions and activities related to generic and specific individual differences in language,

culture, learning styles, and motivation and the school district, school, and classroom practices that either undermine or promote educational and social equity. EDUC 520 guides candidates in the design, planning, delivery and assessment of content.

11(c) Social, Cultural and Historical Foundations. Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

A growing percentage of teacher education candidates will be CSUCI liberal studies majors in the Teaching and Learning option. The Teaching and Learning option curriculum requires that students engage in cross-cultural study. This requirement connects to the focus on social, cultural, and historical foundations in the teacher education program.

In the prerequisite course EDUC 512 Equity, Diversity and Foundations of Schooling candidates are exposed to major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates are expected to apply this foundation in their credential courses as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study. (See Exhibit D)

During EDUC 512, candidates will examine and analyze various notions of schooling from social, cultural and historical perspectives. For example, students will investigate approaches to schooling in a cultural context. The course focuses on issues in American schooling from a variety of perspectives. Students examine notions of culture (e.g., the nature of culture, and cultural diversity in California and the U.S.) and the impact on schools and students. It is designed to contribute to students' thinking about children from ethnolinguistic diverse backgrounds, in an effort to inform planning, evaluation, and implementation of curricular and instructional practices. As students acquire a conceptual framework for working with culturally, ethnically, and linguistically diverse students, they will begin to apply these in the classroom setting, during both fieldwork and student teaching, thus moving from theory to practice.

Additionally, in EDUC 522 L1 and EDUC 523 Literacy 2 courses, candidates are expected to observe and evaluate reading and writing lessons in the various content areas. The evaluations will focus on selection of appropriate materials, analysis of teaching/learning context, and reflection on pedagogical practices to maximize student learning. (See Exhibit F and G)

Topics related to language, cultural, social and historical context are interwoven throughout the credential courses. Candidates also experience culturally diverse classroom settings

during the program. They are encouraged to observe and participate in culturally different schools and classrooms in the liberal studies or undergraduate courses that require field experiences. Furthermore, one field experience assignment must be in a setting where a significant percent of the students are from a culture different from the candidate's.

Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated coursework and fieldwork, candidates learn how social, emotional, cognitive and pedagogical factors impact student-learning outcomes, and how a teacher's beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

Response

California State University Channel Islands is committed to developing a program that focuses on social justice, equity and access issues. We expect that our teachers show a disposition to teaching every student, and an understanding of the critical relationship between teacher expectations and student success and academic achievement. Our candidates are expected to learn how to provide equal access and differentiated instruction for all students regardless of race, cultural, linguistic, gender, or special needs background.

The CSUCI teacher education program fosters candidates' development of professional perspectives beginning at the outset of the program and continuing to its conclusion. The content and experiences offered in courses and field experiences provide for the candidates' growth and development related to the specific areas of this standard. Examples of such experiences follow.

In all courses, candidates discuss current issues, trends, and research related to the subjects to be taught in the schools, including language and literacy for students who speak English as their primary language and for English Language Learners. For example, in EDUC 522 and EDUC 523 candidates learn to teach language and literacy in a balanced context. Additionally, whole language vs. skills based instruction, bilingual education, immersion education, sheltered techniques, two-way bilingual immersion, year-round schooling, ability tracking, and alternative forms of assessment, integrated thematic instruction, and appropriate uses of technology in instruction covered in EDUC 512 and EDUC 522 and EDUC 523.

Candidates have opportunities to examine state curricular frameworks and subject matter content standards in order to acquire additional knowledge about content, scope and

sequence, and instructional strategies (e.g., *Language Arts Framework, Science Framework*). As well, candidates will examine the English Language Development Standards.

Provisions are made for discussion of the historical, social, philosophical and psychological aspects of curriculum and instruction and the relevant issues and trends such as grouping of students in general and in mainstream and cross-cultural contexts, grading, and roles of the teacher. This occurs in EDUC 512. Further provisions are made for the discussion of emotional, cognitive and pedagogical factors that impact student learning outcomes. This is addressed in EDUC 510.

In field experiences, candidates are placed in two different settings in terms of grade level and diversity. These experiences provide each candidate with opportunities to observe, participate and teach in different settings utilizing English language development (ELD) techniques and to discuss differences in the organizational structures, leadership styles, resources, and philosophies of different schools. Students will have at least one field/student teaching experience in a classroom setting that utilizes English language development and specially designed academic content. The other field experience will be in an English mainstream context.

In all field experiences, candidates will have opportunities to observe the education process and to reflect on those observations/practices (e.g., *through seminar discussions, reflective writing and journals*).

As reflected in coursework and applied in the field, candidates will analyze the work of major education theorists, study research on effective instruction in mainstream, bilingual and multiple-language contexts, and investigate exemplary practices in curriculum and instruction for diverse students which include these curricular and instructional areas. (See Exhibit C and D) It is expected that each candidate will demonstrate an understanding of the social and cultural context which may impact students' performance (in-class), as well as teachers' thinking and perceptions/expectations of students. Please refer to the course outline for EDUC 510 for specific activities and related readings which address the cross-cultural knowledge and multicultural competencies. CSUCI is committed to preparing teachers who show a professional perspective toward student learning. As reflected in prerequisite coursework (ENGL 475, EDUC 512) to ensure that before they begin the program, candidates are aware of our commitment to special needs students, multicultural education, bilingualism, and the access issues. CSUCI is using an infusion model in the areas of language, culture, gender, special needs/exceptionality and technology to ensure that our students will be effective in helping a diverse student population reach grade level standards and achieve high levels of success.

**Program Elements for Standard 12:
Professional Perspectives Toward Student Learning
and The Teaching Profession**

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The

team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

In two courses, the EDUC 510 and the EDUC 512, candidates will be exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates will explore alternate ways of reaching standards and recognize their ethical responsibility to develop and plan lessons that allow all students to have access to the core curriculum and a program of study that is rigorous. Candidates will differentiate instruction, provide equal access and make the necessary and appropriate accommodations for all students in the various assignments in the courses requiring them to reflect on different perspectives, explore alternative concepts, and recognize their professional responsibility as educators.

12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

In two courses, the EDUC 510 and the EDUC 512, candidates will be exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates will explore alternate ways to reaching standards and recognize their ethical responsibility to develop and plan lessons that allow all students to have access to a rigorous program of study.

In EDUC 512 candidates examine the context of schooling in the U.S. and the role of teacher expectations on student achievement and failure. Candidates will engage in dialogue, discuss related articles and become involved in several activities that will guide them toward the development of self-efficacy-- how they can and do make a difference in the schooling of all children. Candidates will demonstrate an understanding of how teacher expectations influence and impact student achievement and provide strategies for ensuring that they will have high expectations for all students.

Additionally, in both courses, candidates will be expected to reflect on academic inequities within our public school system and discuss programs and strategies that have been successfully implemented to deal with these inequities.

12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including

qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

As part of monitoring and assessing student learning, candidates will develop learning plans that will allow them to ensure that each student is learning at his or her potential and meeting high expectations. Candidates will demonstrate an understanding of equal access, differentiated instruction, scaffolding techniques and SADIE methods to ensure that all students are gaining access to the core curriculum and meeting ambitious learning goals.

Additionally, strategies for working with parents and the community will be discussed in courses to ensure that all will have the help and support of the home environment and the community as they begin to work with and plan challenging learning goals for the students in their classes.

12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner 's achievements by building on students' prior instruction and experience.

CSUCI requires each candidate to prepare lessons that are specially targeted at tapping into students' prior knowledge, experiences and interests. For example, in EDUC 512, candidates are introduced to instruction in a variety of contexts, e.g., mainstream, bilingual, English Language Development. Candidates will prepare and deliver lessons using an ELD content approach for heterogeneous mixes of students (by planning effective specially designed academic instructional activities). In EDUC 522 and 523, candidates will design lessons for English Language Learners who are not enrolled in a program of bilingual instruction (primary language). This course will also focus on teaching English language strategies for English Language Learners, in which the candidate will design an ELD lesson plan that takes into account the student's prior knowledge.

As a SDAIE strategy, the importance of prior knowledge when learning a concept or new idea will be stressed as candidates are taught to write comprehensive, standards based lesson plans. Candidates will need to demonstrate how they will access and tap into prior knowledge or build a foundation for knowledge as they write, plan, and develop units of study in the multicultural/multilingual foundations, Learning Theory and Development Literacy, Science, and Social Studies classes. All candidates will be aware of the importance of providing a foundation for study, through vocabulary development, pre-view/review, primary language support and other strategies. As candidates practice TPE's, they will be expected to demonstrate that they can consider and make accommodations for students' prior knowledge or the need to develop a foundation for the concept to be learned.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6,2001 23

development of children and youth, while emphasizing the teacher 's unique role in advancing each student 's academic achievements.

Understanding the role of personal, social and emotional development on academic achievement is a professional responsibility that will be stressed in a number of courses, including the EDUC 512 Equity, Diversity and Foundations of Schooling and EDUC 510 Learning Theory and Development Applied in Multicultural Education Contexts. In these prerequisite and preparation courses, candidates will engage in discussions and readings that deal with the affective domain and the impact on students' achievement. Candidates will be expected to understand social and emotional development and get the appropriate help when necessary for the students.

12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

California State University Channel Islands follows a cohort model that ensures that our candidates learn to work and support each other in groups. As we build community, candidates have multiple opportunities to work collaboratively, to network, and rely on each other for professional growth and development. In a number of courses, candidates will be expected to give group presentations, work on group projects, and help each other with unit plans and lesson designs that are effective and coordinated.

Additionally, we place our student teachers in schools with at least one or two other colleagues, to facilitate working together, planning, and support. Site supervisors will often hold meetings for all the student teachers working together with them to discuss issues and concerns that are pertinent to their placement and sites. During the second semester, candidates will take a student teaching seminar that will address various issues directly related to the site placement. It is understood that candidates will provide a support base for each other and learn the importance of networking through this experience.

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

Note: Preface: This standard functions in conjunction with Standards 7A and 7B on Reading. The competencies articulated in this standard are specific applications of Standard 7A, Elements (b)(f) and (i), and Standard 7B, Elements (a)(b)(c) and (d).

Background

The proposed coursework reflects the principles that guide educational equity and equal access for all students; especially students from linguistically diverse backgrounds. As reflected in coursework, candidates will study an array of contexts (e.g., historical, legal, social, political and economic) in mainstream, multilingual and multicultural contexts. Candidates will study, observe and student teach in a variety of classroom situations which call for an array of instructional strategies, including appropriate instructional grouping (both heterogeneous and homogeneous), as well as instruction in English, English language development (for English Learners) and the role of primary language instruction in a given target language (with regard to second language acquisition). Candidates will continuously change and adapt their instructional approaches based on the children with whom they work - the approach is context specific and fluid, thus, allows for various classroom situations in which English Learners may be present, e.g., mixed language, mainstream, or English Learner only (as is often the case in Structured English Immersion classrooms). Through this type of approach, candidates will work to ensure that the needs of all students are addressed in a variety of situations, while utilizing varied instructional and theoretical approaches.

Throughout coursework, observation, and student teaching, candidates will read, discuss, and analyze principles of language, literacy, access to content and equity in curriculum and instruction.

Response

CSUCI faculty are committed to preparing teachers to address the curricular and instructional needs of children who speak another language (other than English) as their first language. CSUCI has established a systematic approach to prepare candidates with the necessary knowledge, skills and abilities to deliver comprehensive instruction to English Learners.

The CSUCI teacher education program begins to establish a foundation for teaching English Learners with two prerequisite courses: ENGL 475 Language and Social Context and EDUC 512 Equity, Diversity and Foundations of Schooling. Both of these courses are designed as multicultural/multilingual classes that address the English Learner in the classroom setting.

The first course in the series is ENGL 475, which is part of the undergraduate Liberal Studies Teaching and Learning Option major. It is also a prerequisite for entry into the fifth year credential program. ENGL 475 introduces candidates to theory of first and second language acquisition, primary language instruction and its role in the second language acquisition. Additionally, ENGL 475 introduces candidates to issues of social, cultural and linguistic diversity. Candidates will understand and use the major descriptions of developing literacy for English speakers and English Language Learners. A variety of activities and assignments support these course objectives. (See Exhibit B)

The second course in the series is EDUC 512 Equity, Diversity and Foundations of Schooling. The EDUC 512 course addresses culture and language issues that arise in the education of English Learners. This course also introduces pedagogical theories, principles and practices for English Language Learners, including organizational structures designed to meet the needs of ELs and relevant state and federal laws. Candidates are introduced to systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners. These competencies are expanded on and/or integrated in other courses (as will be detailed). (See Exhibit D)

The approach to “frontloading” (via the two prerequisites) candidates with the theory, knowledge, skills and dispositions to appropriately and successfully address the needs of English Learners is supported by all faculty via the infusion model of competencies related to the instruction of English Learners. Theory and practice of teaching English Learners is addressed throughout the content subject matter curriculum. All courses teach candidates how to implement an instructional program that facilitates English language acquisition and development and to increase access to the content core curricula.

For example, principles of English Language Learner instruction are integrated and reinforced in the credential coursework. Faculty with a multicultural/multilingual background will support content area faculty to infuse language principles across the curriculum through teaming, peer coaching and modeling. All faculty will meet and plan course syllabi that include readings, strategies and activities related to English Language Learner competencies.

This approach (the two prerequisites and the infusion of English Learner competencies)

ensures that candidates have a strong theoretical foundation in teaching English Learners and the specifics that go with each discipline area. Theory of language acquisition, approaches to instruction, and development of appropriate instructional plans is applied and “made real” in the fieldwork/student teaching experience.

Candidates are proficient in teaching and planning linguistically and culturally responsive learning environments (that are reflective of exemplary practice with English Learners). Additionally, candidates develop lessons that promote students’ access and achievement based on the state adopted academic content standards. During coursework in ENGL 475 and EDUC 512 candidates learn about assessing, making instructional decisions, and planning an academic program that focuses on the progressive development of academic language. Candidates are expected to show that they can differentiate instruction, provide equal access, incorporate the language and culture of the students, and begin to implement English Language Development and Specially Designed Academic Instruction in English, as verified in coursework.

Adaptations for making the content core curricula accessible for English Learners are also included in subject matter courses. Content faculty will provide this specially designed content area instruction within a given curricular area, through modeling and presenting content area lessons, instructing students in the design and conduct of such lessons, e.g., lesson planning, selection of curricular support materials and incorporation of effective teaching strategies such as cooperative grouping, use of visuals, advanced organizers, gestures, etc. Additionally, the candidate will learn to develop and implement (during Fieldwork/Teaching in the second semester) a SDAIE unit of instruction in EDMS 527, History, Social Studies and Integrated Arts. A major objective is to build candidate’s ability to ensure equal access to the content core curricula while using age appropriate/grade level material.

Program Elements for Standard 13: Preparation to Teach English Learners

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

Within the ENGL 475 and the EDUC 512 course candidates are expected to become familiar with the various models used in schools to comply with the legal requirements for educating English Learners. For the schools within which they are student teaching, candidates will be

expected to demonstrate an understanding of the particular program at that site and evaluate the effectiveness of implementation. Candidates are introduced to the English Language Development standards in ENGL 475. Knowledge of programmatic approaches for English Language Learners is covered in EDUC 512.

In the EDMS 522 Literacy 1 and EDMS 523 Literacy 2 course, candidates are expected to apply English language development to the reading/language arts content standards and framework. In the resource notebook, candidates will be expected to compile information, research, and strategies on effectively meeting the literacy needs of English Learners to ensure full access to the core curriculum. Candidates are expected to differentiate instruction, develop and use Primary Language Support strategies, include a community/cultural perspective, and accommodate differences in achievement as they plan reading and writing lessons.

In sum, multiple approaches to literacy instruction, in a given classroom context (e.g., mainstream, English only and multiple language) are a major focus in EDMS 522 and EDMS 523. A key feature of EDMS 522 and EDMS 523 is the philosophical, theoretical, and pedagogical orientation that guides the course content; in that, issues of language (i.e., social context, acquisition of primary and secondary languages, non-verbal communication and the social function of language) are presented in-tandem with issues of literacy instruction (e.g., first and second language literacy), in English only and multiple language settings.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

Through our commitment to a language and culture infusion model, CSUCI has developed multiple structures for candidates to have ample opportunities to learn about and work with English Learners, both during supervised fieldwork and/or supervised student teaching and in their coursework. Each discipline area deals with the challenges of instructing English Learners in the classroom for the particular content area (i.e. science will address the needs of English Learners when accessing the science curriculum). This helps candidates gain an understanding of content area instruction (in English) when the student is not proficient (in English) and needs access to the core curriculum. To that end, the subject matter courses, while focusing on content, also promote listening, speaking, reading and writing skills in English. Candidates become familiar with the importance of prior knowledge, strategies for vocabulary building, conceptual development, and primary language support as they begin to develop lessons and complete assignments that ensure access to all students.

During one of the supervised fieldwork/supervised student teaching experiences, the candidate will have an opportunity to observe in a classroom where daily instruction occurs with English Learners. The candidate will have significant experiences teaching English Learners. Under the guidance of the cooperating teacher, the candidate will gradually

assume teaching responsibilities, and receive immediate feedback and guidance from the master teacher and/or the University Supervisor especially regarding the instruction of English Learners. During this assignment, the candidate will have multiple opportunities to utilize materials, methods, and strategies for ELD that are appropriate to the students level of proficiency in English. Additionally, the candidate will design and implement a unit in Specially Designed Academic Instruction in English.

13(c) Through planned prerequisite and/or professional preparation, candidates learn relevant state and federal laws pertaining to the education of English learners, and how they impact student placements and instructional programs.

In the ENGL 475 and EDUC 512 courses, the state and federal legislation pertaining to educating English Language Learners is taught and assessed. In ENGL 475, candidates are introduced to the history of bilingual schooling in the United States and the various language legislation and policy that have evolved at the national and state levels. This is expanded on in EDUC 512 where candidates learn about programmatic approaches to teaching English Language Learners, in the context of existing federal and state legislation and policy. Moreover, candidates study the intricate relationship of current practice with federal law. During EDUC 512 candidates will also learn about the impact of such laws and the impact on student placements and instructional programs.

In sum, in both prerequisite courses, candidates will be expected to become familiar with the particular laws and to discuss how specific legislation will impact them as teachers in the field. Additionally, candidates will learn how laws are currently being implemented at the various school sites and districts in the area. Candidates will be expected to evaluate implementation strategies to determine effectiveness and viability.

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development. Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 25

Candidates are introduced to theories of first and second language development in ENGL 475 Language and Social Context. Students become familiar with first and second language acquisition, linguistic development, and how primary language proficiency impacts second language acquisition. During observation/student teaching, candidates observe and work with English Learners to determine their level of primary language proficiency and to decide on an instructional plan that will facilitate the acquisition of English and content development simultaneously.

In the EDMS 523 and 523 (Literacy 1 & 2) courses, candidates are expected to apply the theories of first and second language acquisition to learning how to read and write, early literacy, and linguistic development. It will be part of the lesson design and the comprehensive English Language Arts block assignment to delineate how the skills of the English Learners will be used to help them become proficient readers and writers.

Additionally, candidates will study (in EDUC 512) the relationship between the social context of language use and learning. Candidates will focus on ways of communicating, using language, knowing and doing in a given context.

In sum, a basic tenant of the CSUCI teacher education program is to provide candidates with knowledge and understanding of theory surrounding first and second language acquisition and its role in the acquisition of mainstream English literacy. An underlying theme that exemplifies the CSUCI program is to provide candidates with a vision of teaching as an ethical, intellectual, and self-reflective, analytical endeavor as they prepare to work with English Language Learners.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialists and paraprofessionals. During at least one of the supervised fieldwork/supervised student teaching assignments, the candidate will be placed in a classroom that has ongoing instruction for ELs. The site will be in a classroom context that reflects diversity, in terms of language, culture, and Such classrooms may be designated English Language Development, dual immersion, bilingual or Structured English Immersion This site must include English Learners where the candidate will be able to engage in planning and delivering specially designed academic instruction, English as a Second Language and/or English Language Development instruction.

Candidates will have at least one opportunity to work in a classroom with English Learners and a language instruction (e.g., CLAD) certified teacher who can help guide the student teacher in class management and organization skills that promote English language development. Candidates will be expected to show that they are capable and ready to work with English Learners, not only through lesson design and adaptation, but also in the supervised fieldwork, and ultimately supervised student teaching, as they take over the classroom. The evaluation of student teachers by cooperating teachers and field supervisors includes proficiency in working with English Learners in the classroom.

Additionally, as part of their EDUC 512 requirement, candidates will have an opportunity to interview a bilingual, ELD, or language related specialist. This will provide the candidate with an opportunity to understand instructional practices that promote English language development.

Coursework is clearly linked to supervised fieldwork/ supervised student teaching, in this case, with respect to instructional practices that promote English language development. For example, in EDMS 523, Literacy 2 Multicultural/Multilingual, students will complete a case study of an English Learner in which they will be required to gather pertinent information regarding linguistic background, e.g., language classification, supporting assessment data for language proficiency, achievement scores and observational data. Each candidate will be required to assess the student for English oral language proficiency, reading and writing.

13(f) The program's coursework and field experiences include multiple systematic opportunities for candidates to acquire, understand and effectively use systematic instructional strategies designed to make grade-appropriate or advanced curriculum content comprehensible to English learners.

Following the infusion model, each discipline area requires that candidates design and implement lessons that are comprehensible to English learners using equal access lesson design and differentiation of instruction as a foundation. Each candidate will be expected to identify effective instructional strategies in each of the content areas and apply them in the classroom ensuring that they are able to modify the instructional program to meet the needs of English Language Learners in the field.

CSUCI candidates will be introduced to critical competencies necessary to quality education for English Learners and will practice these (ongoing) in core coursework (e.g., ENGL 475, EDUC 512, EDMS 522, EDMS 523, EDMS 527) and supervised fieldwork/supervised student teaching experience (EDUC 560) Prior to assuming daily teaching responsibilities, the candidate will have had extensive coursework in theory and application of effective instructional strategies for English Learners. Critical competencies include effective theory and practice in exemplary English Language Learner instructional practice in both mainstream (EO) and in homogeneous (EL) and multiple language settings.

It is highly necessary for each candidate to understand that systematic instruction may occur, in a given context. The candidate will learn to utilize grade-appropriate instructional strategies, that focus on teaching content, utilizing appropriate instructional techniques according to the student's level of proficiency in English (spoken language, reading, and writing). Strategies may include, content instruction with a focus on English Language Development, Specially Designed Academic Instruction in English (with a focus on content) as well as a variety of grouping techniques. All of the aforementioned techniques are different paths to providing comprehensible input for each student. The ultimate goal is to teach a higher level of content knowledge, moving from a basic understanding of content to an understanding of complex, academically challenging content. While the above-mentioned competencies are introduced in ENGL 475 and EDUC 512, the candidate learns to adapt grade appropriate content (reading and writing) for ELs in EDMS 522 and EDMS 523

For example, during EDMS 522 Literacy 1 and 523 Literacy 2 students will (1) learn about theory and practice of language and literacy curriculum and instruction. Candidates will utilize information (gained through class readings, cooperative group work, lectures, and assigned observations during supervised field work) on first and second language acquisition and learning. Each candidate will plan and deliver lessons that incorporate general (language and literacy instruction) and specific English Learner related accommodations and pedagogy. Students will have in-class (and later in the field) opportunities to plan curricular and instructional activities, in a variety of educational contexts (e.g., mainstream, mainstream with 2-3 LM/LEP students, multiple-language contexts). Further parameters will be set for in-class planning, e.g., case studies or scenarios with students who are pre-literate, with greater and/or lesser degrees of fluency in English. In this respect, instructors will provide

student teachers with a variety of possible scenarios, which could very well surface in a California classroom setting. (See Exhibit G)

Additionally, during EDMS 527 History, Social Studies and Integrated Arts, the candidate will design a SDAIE unit of instruction, which will be taught during the appropriate supervised fieldwork/supervised student teaching experience with ELs.

The faculty of CSUCI understands the critical importance of offering a variety of instructional contexts, for in-class planning and analysis. We believe that this type of activity will create ably prepared practitioners (informed by theory and practice) to deliver and plan instruction in a variety of contexts.

13(g) through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California's English Language Development Standards, and English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

In the ENGL 475, candidates will be introduced to different approaches of assessment for English Learners. Each candidate is expected to learn and understand how to assess and interpret these assessments within the context of teaching and learning. For example, ENGL 475 will introduce the candidate to formal and informal assessment. As part of course requirements, each candidate will be given a sample student response to prompts included in the California English Language Development Test (CELDT). The candidate will be instructed in the use of rubrics to evaluate the responses. Further, each candidate will write a justification for the assessment along with a short reflection on any insights gained from the process. They will be expected to use the assessment to plan lessons, make modifications where necessary, and monitor student progress toward the grade level standard as well as the acquisition of English. (See Exhibit B)

In the EDMS 522 and EDMS 523 courses, candidates will be expected to show proficiency in monitoring and assessing student progress and at least one of the case-studies will have to be conducted with an English Learner for the candidates to gain proficiency in the special circumstances in assessing the needs of English Learners and how to plan and implement an effective intervention program.

Additionally, candidates will learn to conduct content area assessment in one of their supervised fieldwork/supervised student teaching assignments. They will learn to monitor student progress in attaining instructional objectives to review student growth over time and to determine the success of their instructional strategies. This will allow the candidate to determine whether or not adjustments to the student's instructional plan are needed. (See Exhibit – syllabus for EDUC 560). Candidates will be required to conduct a content assessment as part of the requirements of EDMS History, Social Studies and Integrated Arts.

13(h) The program is designed to provide opportunities for candidates to learn and

understand the importance of students' family and cultural backgrounds and experiences.

In the EDUC 512 course, candidates will learn about the family, cultural backgrounds, and experiences of students and how these factors impact achievement and success. Candidates will engage in reflective activities to help them become acquainted with the effects of community on learning and how to best work with the community to ensure success and access for all students.

For example, in EDUC 512 candidates engage in a variety of readings and discussions related to student's families, schools and communities. One of the assignments is a Personal Biography in which students detail their personal, educational and social experiences as they relate to their self-understanding as cultural beings. They are asked to critically reflect on their personal experiences and how these may (or may not) inform their current thinking with respect to a personal "philosophy" of schooling. The goal is to move the candidate to examine his/her stated and implied beliefs, attitudes and expectations about diverse families, students and their communities.

Standard 14:
Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

Response

As we build our programs and decide on how best to implement our vision of preparing teachers for high quality teaching in inclusive educational programs, working with special needs populations is at the forefront of our program. We have developed a process for teaching our candidates how to work effectively with special needs students including students with disabilities, students with behavior problems, and students who are gifted and talented. First, candidates must complete one foundational class (SPED 345: Individuals with Disabilities in Society) that provides general information about students with exceptionalities, the adaptations, and services they need and those used in schools. The Professional Preparation sequence (EDMS 522, 523, 526, 527, and 529), focuses on the specific adaptations and modifications that are appropriate for each content area. These courses offer candidates specific strategies, effective and defensible practices, research and readings that prepare them to teach children with special needs and talents in their classrooms. Candidates will practice differentiation of instruction for students with a wide array of special needs in student teaching. The infusion model allows our candidates to gain specific implementation information as they work in the discipline areas developing lesson plans and monitoring student learning for success while taking the needs of all students into account.

Program Elements for Standard 14:
Preparation to Teach Special Populations in the General Education Classroom

An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

In the prerequisite course, SPED 345, candidates become familiar with and knowledgeable about specific disabilities. They describe variations in children from developmental, educational and psychological perspectives. They differentiate characteristics of children in the major categories of disabilities and exceptionality including children who are gifted and talented.

14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher 's role and responsibilities in the Individual Education Program (IEP) process, including: identification; referral; assessment; IEP planning and meeting; implementation; and evaluation.

In the prerequisite course, SPED 345, candidates become familiar with and knowledgeable about the relevant state and federal laws governing exceptional populations. Furthermore, candidates learn about general education, special education and support personnel roles and responsibilities in the education process (from identification, referral, assessment, IEP planning and meeting, instruction to evaluation). For example, in SPED 345 students meet in groups to re-enact a professional school-based IEP team conducting a case meeting to resolve issues and plan for a child with special needs who is an English Language Learner.

14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

In the prerequisite courses, SPED 345, ENGL 475 and EDUC 510, candidates become knowledgeable about assessing the learning and language abilities of special populations in order to identify students for referrals. Methods and instruments for assessing learning and language abilities are covered in ENGL 475. In the prerequisite course EDUC 510 candidates describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development. They identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development. As candidates become knowledgeable about learning and language related disabilities in SPED 345 and ENGL 475, they learn to differentiate between disabilities and language delays resulting from second language acquisition.

14(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

In the courses EDMS 522, 526, 527 and 529 candidates become familiar with and knowledgeable about selecting and using appropriate materials and technologies for the

students with exceptionalities in the general classroom. Furthermore, candidates learn about assistive technologies, differentiated teaching strategies, and specialized lesson designs to meet the needs of all students in the general classroom. Candidates will apply this knowledge in each content area by engaging in a teaching and learning cycle that includes candidates observing and being sensitive to children's behavior, language skills, cognitive, motor and social skills; assessing children's knowledge and skills; selecting appropriate materials and instructional strategies to meet the individual needs of students; and evaluating the success of the method and materials chosen. Candidates demonstrate their ability to implement this cycle with all of the learners in their classrooms.

Additionally, candidates will be expected to use a variety of effective teaching strategies to organize their classroom so as to maximize their ability to work with the wide variety of students in differentiated ways (EDUC 520).

14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

In the EDUC 520 course candidates learn about lesson planning. Our lesson plan format includes specific information about children with exceptionalities so that the candidates are cognizant of inclusion of strategies to teach these students from the beginning of their planning (see Exhibit Lesson Plan). Candidates must demonstrate that they are able implement instruction for all children in the classes to which they are assigned for student teaching including children with exceptionalities. Their teaching must reflect that they are effectively helping students with special needs or who are gifted and talented access the core curriculum. Candidates will be expected to differentiate instruction and make the necessary accommodations as they work within their classes and with the students.

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

In EDUC 520. Observing and Guiding Behavior, candidates examine the structure of classes and how the organization of a class impacts student behavior and learning. They observe and analyze various kinds of class arrangements to see the effect on the social integration of children with special needs. Candidates will address social integration of children with special needs in their student teaching classes. Moreover, they will demonstrate how children are appropriately included in the full fabric of the class experience.

Category D
Supervised Fieldwork in the Program
Program Standard 15:
Learning to Teach Through Supervised Fieldwork

The professional teacher preparation program includes a developmental sequence of carefully-planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (2) contributes to candidates' meeting the Teaching Performance Expectations, and (3) contributes to candidates' preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

Response

California State University Channel Islands has spent considerable resources developing collaborative relationships with our service area districts. We are working on the development of a networking system for curriculum development, staff development, and teacher preparation. In the area of teacher placement, we have a field placement coordinator for the Multiple Subject Credential who deals directly with district and site administrators to ensure that we have the best placements for our student teachers. In this program, we have systems and structures in place to choose strong cooperating teachers.

We currently place candidates in ten districts in our service region with good, collaborative working relationships in each case. The candidates are placed in exemplary classrooms for a beginning and an advanced student teaching experience. In the beginning placement, candidates are in the classroom full time for five weeks and expected to "take-over" in the area of Math and Literacy and History, Social Studies and the Integrated Arts for 1 week. During the first 9 weeks of this semester, candidates are in courses full-time and expected to be in their assigned classrooms at least one day a week, receiving guided instruction from the classroom teacher and University Supervisor.

In the advanced placement, candidates are in the classroom full time for 8 weeks and expected to "take-over" the teaching and learning for two weeks. During the first 7 weeks of each semester, candidates are in courses and expected to be in their assigned classrooms at least one day a week-receiving guided instruction from the classroom teacher and the University Supervisor.

Program Elements for Standard 15: Learning to Teach Through Supervised Fieldwork

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

Elements Applicable to All Programs of Professional Teacher Preparation

15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.

As candidates complete their coursework, they are expected to implement strategies learned in class in their student teaching assignment that are then discussed in class and reflected on for effectiveness. In each discipline course, candidates will be expected to interact with students, plan and deliver lessons, and then report back on the results. In some cases, the lessons are whole class and in others, they are individual or small group.

In the EDMS 522 and EDMS 523 courses, students are expected to complete an in-depth case-study that requires them to assess a students, plan and implement an intervention, and then reflect on the results. All of the steps and strategies along the way are discussed in class in order to expand the learning for students.

A seminar accompanies advanced student teaching. During this seminar candidates reflect on the knowledge and skills they have learned in courses in relation to the implementation in real classrooms with real children. They collaboratively explore the issues and strategies with each other, their university supervisor and seminar instructor.

15(b) During the supervised fieldwork sequence, program sponsors ensure that candidates have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, skills and abilities, including those defined in the Teaching Performance Expectations in Appendix A.

During the supervised fieldwork, candidates are expected to plan lessons in various content areas, deliver those lessons during small groups and whole class instruction, and reflect on the effectiveness of the lessons. Both the cooperating teacher and the university supervisor expect to see completed lesson plans that are differentiated and provide equal access to all students. In the advanced student teaching, candidates are expected to plan and implement units of study that are integrated. In each student teaching experience students become proficient in the Teacher Performance Expectations (TPEs). We are in the process of

developing a rubric for student teaching supervision that reflects the content of the TPE's that students are to practice and develop.

15(c) During the supervised student teaching or internship, each candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners. Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 28 Elements Applicable to a Program with Supervised Student Teaching

The student teachers are placed at two different sites in a primary or intermediate assignment with at least one assignment being in a classroom that includes specialized instruction for English Learners, so that the student teachers experience as full a range of public school teaching as possible. Candidates remain in each placement for 15 weeks. In semester one, the first 8 weeks they are at the schools one day a week and the second 7 weeks, they are student teaching full-time. Additionally, during the first 8 weeks, there may be some extra observation or outside of class hours to ensure that each candidate has an opportunity to experience early reading and literacy.

15(d) The structured sequence of supervised fieldwork includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

The University Supervisors and the cooperating teacher work in tandem to ensure that the student teacher is becoming progressively more and more competent to take over the classroom as they work with them. In the beginning and in the advanced assignment, University Supervisors meet with the students to discuss issues and concerns, conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made, and use a rubric to provide timely and progressive feedback to the student teacher about progress being made and readiness to take over the class.

15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

As part of their university pre-requisite coursework, candidates are required to observe in classrooms and to work with students a minimum of 45 hours. The EDUC 101 course is designed to ensure that candidates have documented multiple experiences in various settings as observers and participants in the K-8 process of education. During student teaching,

candidates experience two additional grade levels of classrooms.

15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Element Applicable to a Program with Supervised Internship Teaching.

15(g) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern's period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern's advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

The Multiple Subject Intern Program will be housed in the Teacher Education Program. We will be working in close partnership with the Ventura County Superintendent of Schools Office to coordinate support provision. A University coordinator is assigned to the program who is responsible for overseeing the partnership and ensuring that the needs of the districts and the student teachers are being served. Additionally, there is a University Supervisor who works with and helps the intern in the classroom as they are instructing. In the intern model, the University Supervisor and the intern coordinator work closely together to ensure the success of the student teacher in all aspects of teaching and managing a classroom.

Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Response

The CSUCI teacher preparation program is committed to high standards in both teacher placement and for university supervisors. Our university has established partnerships with all of the area districts with whom we work to ensure that we are placing our candidates with cooperating teachers that demonstrate effective teaching strategies and who understand their role in offering guidance, support, and fundamental direction on becoming a teacher. Cooperating teachers are chosen by their school site administrators because they demonstrate effective teaching and are willing to assist in the preparation of student teachers. The field placement requirement should be a mutually beneficial experience for both the candidate and the cooperating teacher.

Field supervisors are all individuals who have had successful experiences in the field as administrators and teachers. Our field supervisors are also given training on the CSUCI program, TPEs, setting high expectations for candidates, mentoring and coaching candidates, assisting a candidate who is experiencing difficulty and providing general support for both the cooperating teacher and the candidate. We are in the process of developing a Handbook for both the cooperating teacher and the field supervisor that elucidates their duties and responsibilities (See Exhibit N)

Program Elements for Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors (Applicable to All Programs)

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

16(a) For all candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching

and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

The Field Placement Coordinator ensures that all sites selected for field placements meet the requirements of the state-adopted core curriculum and that these sites offer opportunities for candidates to experience student diversity. Sites are chosen for their effectiveness in teaching the core curriculum to all students.

16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in fieldwork assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

The Field Placement Coordinator ensures that one placement be with a CLAD/ELD certified teacher who is teaching English learners to ensure that candidates have an opportunity to practice what they have learned in their classes. We place candidates in a number of under-performing schools with teachers who are making a tremendous difference with the students.

16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the supervising teacher 's specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

Cooperating teachers have three or more years of teaching experience and are exemplary in their craft. Site administrators understand that it is a mutually agreed upon process ensuring that only those teachers with a willingness to guide a student teacher are selected. If it becomes evident that a teacher is not following exemplary practices or is not willing to follow the established guidelines for directing the growth of a new teacher, the field placement coordinator along with the site administrator will work to correct the situation. We work to ensure that cooperating teachers are consistently following the guidelines put forth and are helping the candidates progress into becoming good teachers.

16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate 's teaching of English learners (EL)is supervised by a teacher who holds a valid EL teaching authorization.

In the agreement we have with area districts, it is a requirement that only certified teachers will be allowed to have student teachers. For placement in an assignment with English learners, the teacher is expected to hold CLAD certification or its equivalent.

16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their

understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.

The university supervisor at each site is expected to meet with the cooperating teachers and the site principal prior to the students beginning their experience. At this meeting, the university supervisor ensures that the cooperating teacher and the administrator understand the duties and responsibilities of the student teachers as well as the cooperating teachers. Cooperating teachers are offered training opportunities as needed. We anticipate that we will offer courses for cooperating teachers that may be counted toward a Master of Arts in Education program.

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 30 current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

The Field Placement Coordinator ensures that the professional development for the supervising teachers and the field supervisors follows state guidelines. It is expected that the professional development will stress understanding current educational theory and practice (including application of content standards), expectations of the CSUCI Teacher Education Program, current California model of teacher preparation (standards and Learning to Teach model), mentoring, coaching, collegiality, and promoting reflective practice. It is our goal that the teachers in the field that work with us, have a thorough understanding of the effective practices for preparing pre-service teachers. University field supervisors will assess the degree to which cooperating teachers know and follow these practices. Professional development opportunities will be targeted to those teachers who need specific information and skills.

16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well informed about (1) performance expectations for the candidate 's teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

Realizing that communication is a key to success, the university takes on the responsibility of ensuring that districts, site supervisors, cooperating teachers, and principals are well aware of

all of the requirements and responsibilities involved in the process of working with pre-service candidates. There are at least three approaches toward establishing good communication. First, the field placement coordinator works to ensure that districts and administrators understand the requirements to work with student teachers. Second, the university supervisor meets with the principal and the cooperating teachers to go over roles and responsibilities. Third, we are compiling a handbook for cooperating teachers with all of the evaluation forms, expectations, and timelines to help them plan effectively to have a student teacher in their classroom. (See Exhibit N)

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Response

As the fieldwork for the Multiple Subjects Candidates progresses, the University Supervisor along with the cooperating teacher offer feedback, advice, guidance, and direction to the candidates to ensure that they will be ready for assuming daily responsibility for teaching the class by the 10th week in the beginning experience and by the seventh week of the advanced experience. Before candidates are allowed to take over a class, they must be performing at a satisfactory level. We have established a structure for early warnings to let candidates know if either the cooperating teacher or the University Supervisor do not feel the candidate ready. When a candidate is deemed not ready to take over the class, then the University Supervisor will suggest another placement assignment to allow for a longer opportunity for the candidate to be successful. An individual plan will be written that describes the conditions under which the student must perform. Candidates who are not able to successfully complete the beginning student assignment after two attempts, may be counseled out of the program.

Program Elements for Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork Sequence

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

Candidates are not allowed to begin advanced student teaching until they have fulfilled the CBEST and MSAT requirement or completed a waiver program. Those candidates in the process of completing a waiver program, must have a thorough examination of their transcripts, be more than four-fifths completed, and be showing progress towards completion to be allowed in advance student teaching.

17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

Candidates are evaluated on their progress on a regular basis and need to show satisfactory ability to meet the Teaching Performance Expectations in order to be allowed to assume responsibility for the whole class. Activities that demonstrate competence on TPEs are distributed throughout the coursework and student teaching. Therefore, candidates have multiple opportunities to demonstrate their competence on the major domains contained within TPEs before assuming daily responsibility for whole class instruction. Candidates will be assessed on their competence in making subject matter comprehensible to students and assessing student learning in teaching methods classes specific to content areas and in the associated field experiences. Candidates will demonstrate their ability to plan and design instruction and create and maintain an effective environment for student learning in their university classes and in associated field experiences. A review of student progress on these TPEs will take place at the end of each term and before students assume daily responsibility for whole class instruction. If candidates are having difficulty, they will be given an opportunity to reattempt and successfully complete beginning student teaching at least once before they are counseled out of the program.

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate 's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate 's pedagogical performance in relation to the TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Response

In the development of the CSUCI program, we have paid particular attention to the TPEs and the TPA's that are coming forth from the State. For the TPEs each class identified at least three assignments that were directly related to learning, practicing, and implementing the TPE's. We have organized a matrix (See Exhibit M) as a graphic representation of which courses cover which TPE's. Additionally, for each assignment that is related to a TPE we are organizing a corresponding rubric that will provide candidates with the feedback they need in order to be able to successfully complete the TPE. Candidates will be getting feedback from faculty members regarding their progress toward successfully meeting the TPEs. Additionally, candidates will not be able to make acceptable progress, if they have not been able to pass the TPEs.

Program Elements for Standard 18: Pedagogical Assignments and Formative Assessments During the Program

An accreditation team determines whether the preliminary teacher education program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to the following elements.

18(a) During the supervised fieldwork sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher 's work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and

improvements in these aspects of teaching, as needed.

During the field placement, candidates will be expected to move from observations, to one-on-one teaching, to monitoring and teaching small groups to large group instruction with the guidance and direction of the university supervisor and the cooperating teacher. In the Handbook (See Exhibit N) the timeline and sequence of events is laid out for all parties to understand that the complexity of the teaching process is to increase as the candidate spends more and more time in the classroom, leading to a take-over at the end of the semester where candidates are expected to handle the class on their own.

18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7:Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

The full range of the TPE's is being addressed during the fieldwork sequence as noted in Exhibit X. Candidates will have an opportunity to practice teaching strategies that cover all of the TPEs as they are in the process of student teaching. As a part of their field placement, candidates will be expected to apply all of the TPE's and will be rated and provided feedback on rubrics that address the TPE's fully.

Additionally, candidates will be expected to complete the full range of TPEs in reading through the two literacy classes where there will be an expectation that candidates show proficiency in monitoring student learning, developing a comprehensive and balanced language arts program, and address the needs of all students. The case study analysis and the management of a literacy program assignments are designed to provide candidates practice in the full range of TPE's in the teaching of reading and writing for all students.

The TPE for Second language learners is applied in EDUC 512 and EDMS 522 and 523 through the assignments given. Candidates will be expected to design an effective program, differentiate instruction, and use SDAIE strategies that will enable English learners to have access to a rigorous standards based curriculum. Coverage of SDAIE is addressed in EDUC 512, EDMS 523 and EDMS 527 (Refer to course syllabi in EDUC 512, EDMS 523, EDMS 527 in Exhibit). (See Exhibits D, G and I)

18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address:(1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English. Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001

18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

Assessment and evaluation of performance of the TPEs is a two-fold process. Candidates will be assessed by faculty members in their courses on the TPEs as they are completing the coursework. Candidates will need to show satisfactory performance in order to be able to continue in the program.

In the field experience, candidates will have opportunities to practice the program adopted TPA's and to show satisfactory performance. Field supervisors will be trained on using the same standard rubric to ensure that candidates are meeting a minimum standard of effectiveness in order to be recommended for a preliminary credential. Any candidate not meeting a minimum standard will be given opportunities to improve and be reassessed, ensuring that maximum help possible for successful completion. The formative assessment will come at the end of each semester within the course work completed and the field supervision. Candidates are expected to satisfactorily pass all courses and to show progress in working in the field at the end of the first semester to continue in the second semester.

18(e) Each candidate's supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised fieldwork sequence. Supervisors and advisors are available to clarify and review the program's expectations for candidates' responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPEs in Appendix A.

Field supervisors will be expected to guide and assist candidates in meeting the TPAs. Each candidate will be made aware that failure to satisfactorily complete the TPA could lead to not being recommended for a preliminary credential. The field supervisors will provide timely feedback to candidates regarding their progress and help them to reach the expectations for successful completion of the program.

18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been completed.

Field supervisors will be expected to use the rubrics provided to give timely, consistent, and critical feedback to the candidates regarding their performance on the TPEs. The information will accurately reflect the teaching abilities being observed and offer suggestions for improvement. Candidates will be given opportunities to practice and improve as they are

working on the TPEs.

18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Working collaboratively with the school site personnel, university supervisors and faculty will ensure that there is frequent consultation regarding course assignments and completion of the TPEs. The involved parties will create tasks that are mutually beneficial in helping the candidates provide a service to the school as they are also learning how to become teachers. As the need arises, assignments will be adapted to meet the changing needs of the field to ensure that our candidates are ready to enter into the induction program.