

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**

**MULTIPLE SUBJECT
CREDENTIAL**



**Submitted to
California Commission on Teacher Credentialing**

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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 addresses the need to develop educators well prepared to meet the needs of diverse students in Ventura County and the state of California.

The mission states:

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

The Multiple Subject Program resides in the Education Programs area and is closely connected to the Liberal Studies option in Teaching and Learning (Subject Matter Preparation Program). Both programs respond to the mission of the University.

The Teacher Education Program, building as it does on the undergraduate Liberal Studies option in Teaching and Learning, emphasizes the need for a strong content knowledge base in preparing teachers to serve the varied needs of surrounding communities. Further, we emphasize throughout our programs the goal of ensuring that our graduates develop the skills of self-analysis, reflection and self-critique of their teaching skills and attitudes and working in collaborative, analytical teams. Our program for teacher education occurs in a learning community that adheres to rigorous learning standards.

California State University Channel Islands resides in a County and State that are each defined by cultural, ethnic and linguistic diversity. The diversity of student needs is at the forefront of our program for teacher preparation. We strive to implement a program for teacher education that responds to our communities' and students' diverse needs. Throughout the program, a major emphasis is on ensuring that candidates understand the varying language and cultural backgrounds of students and their families. They become aware of the interconnectedness that children have with their own life experiences, their community, and the contemporary popular culture. These sociocultural contexts of children's lives are used as resources for teaching and learning. The CSUCI professional education programs are designed to contribute to the teaching profession by preparing 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.

The quality of our teacher credential preparation program is the responsibility of the faculty who are knowledgeable about current research in teaching and learning 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 California Department of Education and assessment processes in the field, and broadly participate in 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.

Core Program Values and Goals

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 core values for teacher education stated here are goals for our graduates. They are future-oriented statements intended to convey the beliefs, values, knowledge and skills and dispositions that we want *all* of our graduates to have. Taken together, they present a "composite picture" of the skilled beginning professional, the type of teacher we want to prepare.

There are two purposes for stating these goals explicitly. First, they form a public statement of intention which allows potential candidates to choose our teacher education program with confidence, and which are subject to public scrutiny and debate. Second, they guide the faculty in designing curriculum and instructional delivery systems that will foster their attainment. The purpose of the goals is *not* to produce a minimum set of expectations or an explicit list of teacher behaviors that could be characterized as a "minimum competency base" for the program. Rather, the goals demand exceptional performance by both candidates and faculty. Thus, it is our explicit intention to ensure the graduates of our program:

- are informed decision makers and reflective teachers. Problems are seen as challenges to be solved rather than barriers to success.
- feel personally empowered as teachers. They are confident in their ability to make a positive difference in each student's life.
- believe that all students, and especially students traditionally at risk of failure, can learn to use their minds well, and they implement that belief in their teaching and other professional activities. They have high expectations for achievement for themselves, their students and their peers, as well as internal locus of control in believing that they are the agents for bringing about positive change in themselves and others.
- are innovative in their professional activities. They are insightful problem-posers, and they support colleagues who take risks in order to promote more effective teaching. They are dedicated to school improvement, know the characteristics of effective schools as social organizations, and use positive techniques to cause organizational change.
- use cross-cultural language and academic development techniques effectively in their teaching. They display an openness to varying forms of language and

communication among their students, and are effective in communicating with students whose primary language is other than English.

- know and apply established principles of effective teaching and use a variety of teaching strategies (e.g., cooperative learning and peer coaching) for the express purpose of assuring that all students learn. They are skilled at creating positive learning environments and positive classroom management techniques.
- have a working knowledge of the California curriculum frameworks and content standards and a conceptual understanding of the relationship between curriculum and student outcomes. They are skilled at connecting content knowledge and pedagogy. They are skilled at curriculum integration.
- use assessment techniques consistent with the higher order learning which they expect of their students. They make decisions regarding assessment as a part of the instructional planning process.
- prepare their students to engage themselves responsibly as citizens in a participatory democracy.
- incorporate a global perspective into their teaching and curriculum, thus allowing students to broaden their knowledge and perspectives within which they construct meaning from their everyday experience.
- use technology effectively in their teaching, in managing classroom and student information, and in their own professional development. Likewise, program graduates use technology education concepts and activities to enhance students' academic skill development and awareness of the world of work.
- establish good rapport and supportive, nurturing relationships with their students, the parents of the students, and their professional colleagues. They are skilled at consultation, collaborative problem solving, and conflict resolution.
- work effectively with parents, soliciting and facilitating parental involvement in the classroom and school.
- recognize that many students have social, psychological and emotional needs that can interfere with their learning, and are familiar with school-based and community resources that can provide important services to students and their families.
- are committed to and self-directed in lifelong learning and continuous professional development.

Learning Outcomes and Evaluation

With these values and goals in mind, the program learning outcomes for our students are as follows:

- Candidates are prepared for K-8 teaching of all subjects in self-contained classrooms
- Candidates are prepared to teach children with English as first or second language
- Candidates are prepared for the diversity of languages and cultures in and among children and families
- Candidates can meet the diverse needs of all students and those with special needs
- Candidates are prepared to actively engage children in their learning

Candidates' attainment of these learning outcomes is evaluated in two ways. The first means of evaluation, administered at the completion of the teacher preparation program, is a CSU system-wide exit survey (see Appendix E) in which our students participate. CSUCI students are required to complete this survey as a means of assessing their level of preparedness for entering the teaching profession. The second instrument for evaluating program outcomes is also a CSU system-wide survey. The California State University System-wide Evaluation of Professional Teacher Preparation is administered at the end of graduates' first year of full-time employment as classroom teachers. This survey is completed by the graduates themselves and by their employers.

Summary

In conclusion, our view of schooling involves the establishment of high performance expectations, providing latitude for creative professionals to decide the most effective means for achieving common goals, while attending to the teaching of state adopted core curricula connected to content standards and testing, and assessment of outcomes in a way that informs teachers about needed areas of instructional improvement. We strive to operate as a school that responds to the needs of all students, utilizing exemplary practice and relevant scholarship in the field. Thus, active and collective faculty participation is an integral part of the program. Toward that end, we seek broad agreement on goals, expectations and characteristics of our programs, upon which we develop curricula and experiences that assure all of our candidates reach those goals.

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 in grades K-3, 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 who believe 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 enables our candidates to experience a variety of teaching situations and become well grounded in the realities of being a teacher. This design is underpinned by a conceptual framework built on evidence from current research and scholarship.

Theoretical and Scholarly Basis of the Program Design

Conceptual Framework for CSUCI’s Teacher Credential Programs

The Education Programs have recently adopted an updated conceptual framework that will frame and organize the following content in a way that better reflects our current and future practice. We are currently working on updating this section for every program to ensure cohesiveness and connections to the theoretical and scholarly literature reviewed below.

Introduction

As a professional Education program, we are devoted to the advancement of teaching and learning. Our image for teacher education starts with a vision for K-12 schools in the 21st century. The transformation from an industrial economy to an information society in the U.S., combined with increasing emphasis on global issues and technology, demands more highly skilled adults to function effectively in the workforce. Students who do not complete their public school experience successfully will be educationally, socially and economically disadvantaged, and may become members of a growing underclass in society (Cummins, 1998; Crawford, 2000). This seems especially true of underrepresented populations, including, Language Minority (LM), English Language Learners (ELLs) and exceptional students. Conversely, students who succeed in school, who are able to use their minds well as lifelong learners, will have the basic skills

necessary for leading a full and rewarding life in an interdependent society and an information- and service-driven economy. The power of educators to make this fundamental difference in students' abilities to adapt to a rapidly changing society makes education the most important social service.

Historically, a primary role of the schools in an industrial society was to sort students into groups roughly equivalent to adult work groups (Giroux, 1998). Thus, grading and tracking practices were developed which constrained teachers' expectations for students and created self-fulfilling prophecies regarding student learning (Rist, 1969). Today's schools face quite a different challenge. Rather than sorting learners and accepting lower expectations for many, schools are expected to teach *all* students, via equal access to standards based content core curricula, including those who previously have not experienced maximum benefit from their educational experiences, to use their minds well and to be informed problem posers and solvers (Freire, 1993).

An underlying belief that drives our conceptual framework is that all teachers must believe and practice a philosophy that *all students can learn*. This Teacher Education program incorporates current theory and practice for teaching and learning in K-8 classrooms based on this belief. Further, teachers cannot be expected to teach students to use their minds well if the teachers themselves are not allowed to do so. Thus, we have designed a program that utilizes current adult teaching and learning theory. We have designed a program of teacher education that allows for the creation of school environments in which teachers are expected to be continuous problem posers and problem solvers, and to collaborate with their colleagues to assure that all students learn the skills that are essential for a meaningful and productive adult life.

Following are the essential elements of the CSUCI program for Teacher Education. We believe that all schools must focus continuously on student learning, and all education (*specifically teacher education*) must be based on two fundamental premises:

1. all students can learn, not only rote facts but to reason and use their minds well, and teachers are the primary agents for this learning; and
2. in order to meet the considerable challenge of assuring that all students learn, teachers must be lifelong learners themselves, professionally empowered and skilled at building and participating in powerful learning communities at the school level.

While the paragraphs above present a case for schooling nationwide, nowhere is the need for creating programs that address the needs of all learners more readily apparent than in California. We are acutely aware of the fact that ours is one of the most diverse populations of any state, and that many social and economic trends which have reached the national consciousness actually started in California several years earlier. In California, we have an opportunity to create a teacher education program that addresses issues of educational, social and economic justice through public education, in a social context that addresses the needs of children from diverse populations, e.g., ethnic, linguistic, exceptional backgrounds.

Teacher Quality Leading to Success for All Students

The conceptual framework for the credential programs at CSUCI has a principal emphasis on *equity, inclusion* and *social justice*. We view the classroom teacher as an instructional, curricular and principled leader who exemplifies the fundamental premises that all students can learn and achieve high standards; that teachers as the primary agents for learning are themselves, lifelong learners; and that teachers must be effective and active members of their school communities.

In developing programs leading to teacher quality, pedagogical strategies to produce high levels of learning for all students are a prevailing theme in all coursework. We, the faculty, believe that a vision of teacher quality within a framework of equity and social justice, combined with instruction that models effective practice, prepares our students to become successful teacher leaders in our community.

At the core of our program is a problem-posing approach to teaching/learning/leading and collaboration that contributes to the development of a more democratic, more just society (Apple, 1990; Friere, 1993; McLaren, 1994; Giroux, 1992; Sleeter and Grant, 1993). As a matter of achieving a *professional ethic*, our teacher candidates are taught the responsibilities and expectations of teachers in a *community* where *collaboration* is part of an on-going approach to improving teaching and learning for our students. Our cohort model, an emerging feature of our credential program, teaches candidates *collegial problem posing* and *problem solving*. It should be noted that this and other features are built on collective and prior experiences of the Education faculty at CSUCI and builds further on scholarship in the area (Rios et al, 1998; Castaneda et al, 2002; Keller, Quintero, & Karp, 1995). At the core is *reflective teaching*, that is the continual reflection on goals and strategies aimed at professional renewal and improved practice. The development of a professional ethic becomes part of the professional practice and teacher leadership modeled by our faculty as they mentor our teacher candidates into a process of life-long learning that is personally and professionally relevant and connected to their future as professional educators.

Socio-cultural Contexts for Teaching and Learning

Developing a socio-cultural context for learning allows our candidates the opportunity to practice teaching strategies in real world settings, working with students in *directed, guided field experiences which are directly linked to course content*. Consistent with the core values, the credential program places special emphasis on *multicultural and multilingual education, English language development and inclusion*, and pedagogy, curriculum and instruction which are grounded in recent research findings. The areas of first and second language acquisition across the curriculum, and effective instruction in multiple-language classroom and school settings are based on community need and scholarship in the field (Berman and Weiler, 1991; Cummins, 1994; Faltis and Hudelson, 1998; Garcia et al, 1999; Krashen, 1994; Ramirez et al, 1993; Hakuta, 2000; Tomas Rivera Policy Institute, 2002). Issues of sociocultural communication and interaction

serve as a fundamental theoretical foundation (Carrasco, 1981; Cazden et al, 1984; Delgado-Gaitan, 1989; Erickson, 1983; Garcia, 1996; Mehan, 1979; Moll, 1988; Philips, 1983; Trueba, 1987; Castaneda and Rios, 2002; Trent, Rios and Castaneda, 2002). As the numbers of English Language Learners continues to grow in California and the country, a critical need exists for education programs, practices and curricula that address the needs of students from various language, culture and ethnic groups in monolingual, bilingual, and multiple language school settings. Inclusion of students with special needs in daily classroom contexts further exemplify the need to create constructive and positive social-cultural contexts for learning (Garnett, 2000; Parsons and Castaneda, 1997; Stout, 2001; Stainback & Stainback, 1996; Zions, 1997; Villa & Thousand, 1995).

As part of the required coursework, we address the issues and concerns of English Language Learners (ELLs) as they become more familiar with their new school community, language and culture. Additionally, we address issues and concerns of children from exceptional backgrounds, e.g., gifted and talented, learning disability, special needs. We work to develop appropriate solutions toward ensuring equal education opportunities and access to the content core curricula for these students. We, the Education program faculty, are challenged to better prepare our teacher candidates to teach these students. Therefore, we have developed a program that addresses the challenge of ethnic, linguistic, exceptionality, and multicultural diversity in teaching and learning contexts.

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

Program Design and Sequence

Entry Requirements

Foundation / Entry Level Skills:

Successful Completion of Bachelor's Degree

Grade point average, 2.67 overall or 2.75 in the last 60 units

CBEST - passage

CSET, Multiple Subjects – passage

US Constitution

Fingerprint Clearance

Health Clearance for Tuberculosis

45 hours of 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. (Refer to Appendix B for pre-requisite course syllabi.)

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.

SPED 345- Individuals with Disabilities in Society. 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 the Subject Matter Preparation Program.

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: 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, and are introduced to and practice lesson planning. Includes, learning theories and their application to educational practice in multicultural and multilingual classroom settings.

EDUC 512 – Equity, Diversity and Foundations of Schooling. Principles of the effective teaching of 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.

EDUC 520/521 - Observing and Guiding Behavior in Multilingual/Multicultural and

Inclusive Classrooms. Preparation for promoting a developmentally appropriate, culturally relevant, and positive learning environment. Introduction to concepts, principles, theories, and research related to the elementary classroom, including establishing an environment for learning, working with families, organizing and managing instruction, preventing misbehaviors and responding appropriately when they occur. Candidates develop the skills of observing and documenting students' behaviors to inform assessments and evaluations. This course includes a required fieldwork component (EDUC 521) to ensure that students will have first-hand knowledge and experiences to support their course of study.

The Program

Full-Time Multiple Subject Credential Program (34 units)

1st Semester	18 Units
EDMS 522 Literacy 1 Multicultural/Multilingual (Field Experience Observation in the Classroom)	3
EDMS 526 Modern Methods in Mathematics Teaching (Field Experience Observation in the Classroom)	3
EDMS 527 History, Social Studies and Integrated Arts (Field Experience Observation in the Classroom)	4
EDMS 565 Initial Fieldwork/Student Teaching	7
EDMS 566 Initial Student Teaching Seminar	1
2nd Semester	16 Units
EDMS 523 Literacy 2 Multicultural/Multilingual (Field Experience Observation in the Classroom)	4
EDMS 529 Science, Health and PE (Field Experience Observation in the Classroom)	4
EDMS 575 Advanced Fieldwork/Student Teaching	7
EDMS 576 Advanced Student Teaching Seminar	1

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 34 sequenced units. For full time cohorts of students, the first semester consists of 18 units over 16 weeks. The first 8 weeks are spent in intensive coursework, with one full day each week spent in an

elementary classroom; it is this classroom in which the student will be placed fulltime for the second eight weeks of the semester for an eight week supervised teaching experience (EDMS 565). Students take increasing responsibility for a classroom leading to one full week of takeover at the end of the first semester.

The second semester consists of 16 units and follows the same pattern. It builds on the experiences of the first semester to allow students to student teach for 8 weeks and advance their ability to successfully take responsibility for a classroom for two full weeks by the end of the semester (EDMS 575). Two of the courses, Literacy 1 and 2, EDMS 522 and EDMS 523 respectively, are essentially one year-long course allowing for continuity, ongoing periodic assessment, and a structure for integrating theory and practice. During both semesters, students enroll in a 1 unit Student Teaching Seminar (EDMS 566 and EDMS 576). Seminar meetings allow time for students to engage in weekly dialogue, discussion, and reflection with fellow cohort members and faculty supervisors. Since the California Commission on Teacher Credentialing (CCTC) Teaching Performance Assessment (TPA) tasks were incorporated into the Multiple Subject Program, seminar instructors have taken responsibility for the introduction, implementation and completion of Tasks 2 and 4.

We are confident that our candidates can handle the number of units in the program, as many of the courses are a collaborative effort; students are able to apply knowledge learned in one course to other courses. Faculty work collaboratively to design courses, and they work across curriculum areas to plan assignments that reinforce, but do not duplicate, one another.

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 shows a developmental sequence of prerequisite courses in the foundations of schooling and learning theory (EDUC 510 and EDUC 512), both of which incorporate a multicultural/multilingual perspective. These are taken concurrently with or are followed by a course in Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (EDUC 520). This course includes a required fieldwork component (EDUC 521) 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, with an emphasis on the teaching of reading, math methods, history/social studies and the integrated arts, using standards based curriculum and supported 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 also to the students' fieldwork and student teaching assignment. Our faculty members are committed to designing experiential courses that are highly interactive and cooperative in nature and that allow students to have many hands on experiences while working in the field.

The CSU Channel Islands Teacher Education Program prepares pre-service teachers to facilitate the learning of all students. Consonant with our belief that all children can learn, and that we are preparing educators for the twenty-first century who are life-long learners, we are preparing our candidates to teach in a way that is critical and reflective. We do not view teaching as a "technical act" or as the "transmission of knowledge" but instead, offer a view of teaching that is democratic and inclusive. This vision of teacher education and adult learning is supported in the literature.

Adult Learning Theory

Speck (1996) notes the following important points of adult learning theory that should be considered when professional development activities are prepared for educators. We have drawn on Speck's work and adapted it for use in our program of teacher preparation. The following critical points guide the implementation of our program for teacher education:

Adults will commit to learning when the goals and objectives are considered realistic and important to them. Application in the 'real world' is important and relevant to the adult learner's personal and professional needs;

Adults learners need to see that the learning and their day-to-day activities are related and relevant;

Adult learners need direct, concrete experiences in which they apply the learning in real work (in the real world);

Adult learning has ego involved. Professional development must be structured to provide support from peers and to reduce the fear of judgment during learning;

Adults need to receive feedback on how they are doing and the results of their efforts. Opportunities must be built into activities that allow the learner to practice the learning and receive structured, helpful feedback;

Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group

activities provide an opportunity to share, reflect, and generalize their learning experiences;

Adult learners come to learning with a wide range of previous experiences, knowledge, self-direction, interests, and competencies. This diversity must be accommodated in the program planning and delivery.

Transfer of learning for adults is not automatic and must be facilitated. Coaching and other kinds of follow-up support are needed to help adult learners transfer learning into daily practice so that it is sustained. (Speck, pp. 33-41)

We are further informed by other scholarly work in adult learning theory. We understand that our candidates learn in a multitude of settings, such as the home, the workplace, and community contexts—and for a variety of reasons, in this case, for professional development leading to initial teacher certification. Several other areas in adult learning are of special concern to the CSUCI program for teacher education. These are, transformative learning, adult learning related to technology, and collaborative/group learning. Research and theory in transformative learning refers to a theory of learning unique to adulthood (Taylor, 1998).

Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Cahoon (1998), Davis and Denning (1998), and Graebner (1998) describe how technology is changing the delivery of adult learning. We have utilized both as a content area (infusion of technology across all of our courses), and as a mode of delivery (via the use of Blackboard for posting notes, drop-off of assignments, use of discussion groups and other activities).

Although learning in groups has a long history in adult education, the focus has been on group process. Recently, the emphasis in the literature has been on groups as learning environments and on helping learners think about group—as opposed to individual—learning (Imel, 1999). Collaborative learning partnerships (Saltiel, Sgroi, and Brokett, 1998) are another aspect of group learning that has been explored.

Other areas of development in the literature on adult learning are represented by the emergence of a sociological perspective (Shirk, 1996), discussions of power and gender (Goldberger et al, 1996), and explorations of the connection between adult learning and social change (Connolly et al, 1996). A constructivist perspective of adult learning is represented in work on situated cognition (Hansman and Wilson, 1998) and experiential learning (Avis 1995; Johnston and Usher, 1997).

Principles of Teacher Development

The development of teachers incorporates a variety of the underlying program features. First, candidates are prepared to facilitate learning. A facilitator of learning is more than a learned person (Barth, 1990, 1997; Darling-Hammond, 1998; Dewey, 1916). According

to Danielson (1996) and Cruickshank (1985) the art of facilitating lies at the core of mastering the varied complexities of teaching. During the preservice years, candidates acquire and utilize the knowledge, performances, and dispositions of teaching required to effectively facilitate learning and effectively begin their career paths toward achieving mastery in teaching (Darling-Hammond, Wise, & Klein, 1995; Interstate New Teacher, 1992).

At the core of “facilitator of learning” are four essential understandings that candidates must demonstrate in order to become effective facilitators of learning (Cochran, DeRuiter, & King, 1993). First, is a solid foundation of subject matter content comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989). (Demonstration of subject matter competence occurs prior to admission to the fifth year program.) Second, candidates need a strong base of knowledge related to the students they teach. This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanities studies (e.g., foundations of education, philosophy). Third is knowledge of pedagogy. This is defined as involving “both art and science in teaching” (Rubin, 1985). The “science” aspect of teaching of pedagogy is comprised of candidates’ “use of learning principles, instructional principles, stylistic preferences and situational adaptations” (Rubin, 1985, p. 93) to facilitate learning.

The art of teaching is revealed, considered, and refined through reflection on teaching practice over time and accumulated experiences (Henderson, 1992; Schön, 1983). The final major understanding is knowledge of the environmental contexts for learning (Cochran et al, 1993) that was discussed earlier.

Summary

The program, as designed, offers students many opportunities to learn how to be successful teachers in the public school system. Coursework and fieldwork reflect principles of teachers’ development and adult learning theory. The CSUCI is building programs and curricula for teacher education that require people to think and to engage themselves in a powerful learning community. Candidates are organized into cohort groups with approximately 25 members in each, taking all of their courses together. Course formats and teaching methods reinforce collaboration, problem-posing and problem-solving, and model a wide variety of effective teaching strategies. In classes, everyone is expected to be both a teacher and a learner, and assessment techniques are designed to measure reasoning and complex performance, not mere regurgitation of discrete bits of knowledge.

Field experiences in community classrooms, with cooperating teachers and diverse learners, are progressive and well integrated with on-campus instruction. Prior to admittance to the credential program, the pre-requisite courses and 45 hours of 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. These early experiences are built upon by the fieldwork placements which prepare each student to develop as a professional educator and for the reality of public education in California schools. Candidates begin by observing children's learning and teachers' instruction and then progress through the systematic teaching of single lessons, small group and large group instruction in each subject area. The experience culminates with candidates taking over all of the teacher's responsibilities for the entire day for five (EDMS 565) and then ten (EDMS 575) consecutive days. During these directed teaching experiences when candidates interact with both a cooperating teacher and a university supervisor, the theoretical/practical connection is made for the candidates by the coaching and support they receive as they complete their course of study.

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.

Coursework and fieldwork are interrelated to help candidates gain a clear understanding of the realities of 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, candidates are also in their classrooms for fieldwork for one full day, thus providing an opportunity for them to observe the opening or closing of the school year, observe classroom practice, conduct assessments, and try teaching lessons with the support of a faculty member. Additionally, in the final eight weeks (weeks 9-16) when they are engaged in student teaching, they receive support from their faculty supervisor in order to further process information and make sense of their experiences. Also, during formal student teaching weeks students continue to attend seminars.

Candidates must develop the content competencies stipulated in the Standards of Quality and Effectiveness Professional Teacher Preparation Programs. Candidates are introduced to these critical competencies, and practice them (ongoing) in class; they are reinforced and expanded upon in the field during supervised fieldwork/student teaching. Critical competencies include effective theory and practice in general (mainstream) and in specific ELL related contexts (e.g., English Language Development, specially designed academic instruction in English as well as instruction for mainstream non-LEP students). Generally, students (1) learn about theory and practice in a given content area (depending on the semester) and (2) further utilize information (gained through class readings, cooperative group work, lectures, and assigned observations during field work)—to plan and deliver lessons that incorporate the various and specific related pedagogy. Students have in-class and field opportunities to plan curricular and instructional activities in a variety of educational contexts (e.g., mainstream, mainstream with 2-3 ELL students, multiple-language contexts). Further parameters are set for in-class planning (under the direction of the multicultural/multilingual faculty), e.g., scenarios with students who do not speak English as a first language, with greater and/or lesser degrees of fluency in English. In this respect, faculty provide candidates with a variety of possible scenarios,

which could very well surface in a California classroom setting. The faculty understands the critical importance of offering a variety of instructional contexts, for in-class planning and analysis. We believe that this type of activity results in well prepared practitioners (informed by theory and practice) who are able to plan and deliver instruction in a variety of contexts.

The program design incorporates a two-semester course sequence which requires simultaneous supervised fieldwork and student teaching. Each course has specific theory and pedagogical objectives (see course syllabi in Appendix B) that are “practiced” and applied in the supervised fieldwork/student teaching experiences. The university supervisor, cooperating teacher and candidate are aware of the various course requirements that are further applied (practiced) in the classroom setting. For example, during the first semester, candidates complete the following:

EDMS 522	Literacy 1 Multicultural/Multilingual
EDMS 526	Modern Methods in Mathematics Teaching
EDMS 527	History, Social Studies and Integrated Arts
EDMS 565	Fieldwork/Initial Student Teaching
EDMS 566	Initial Student Teaching Seminar

During the first eight weeks of instruction, the candidate is assigned to a classroom that reflects the diversity of the California public classroom, e.g., ethnic, linguistic, exceptionality/special education diversity. Initially, each candidate is an observer, and then, a participant observer, assuming daily tasks (incrementally and over time) under the guidance of the cooperating teacher. Course assignments are connected to the candidate’s supervised fieldwork/student teaching experience and capitalize on real classroom experiences.

During the observation/participation period, the candidate is required to complete assignments in (Literacy, Mathematics, and Social Studies) relevant to the real and daily events of classroom life. (Please refer to the appropriate course syllabi in Appendix B to review the various assignments.) An illustrative example comes from EDMS 522, Literacy 1, wherein students are required to complete a case study of a beginning student. Candidates choose a student at the school site who struggles with reading and writing (the teachers help identify students). As part of this assignment (refer to course syllabi, Appendix B, for detail), students are asked to take notes including the student’s behavior during the reading activity, and to and design an appropriate instructional plan. Cooperating teachers are made aware of all course requirements that are connected to real classroom situations.

As previously noted, student teachers are involved in a variety of initial/early tasks, including, working 1:1 with students, assisting students with reading, small group activities, assisting the cooperating teacher during art activities, recess, reading, math, science and other activities that occur daily. During the given semester (Semester 1 or 2) the candidate focuses on teaching the given subject/content areas per semester. During the formal student teaching assignment, weeks 9-16, as well taking a lead in designing

and implementing curricula, the candidate assumes increasing responsibility for the daily management and conduct of the classroom which may include: management, discipline, and other daily class activities (e.g., recess and lunch supervision, physical education, calendar, weather, parent communication and announcements).

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 become acquainted with the California State Content Standards for that discipline area. Students are expected to write lesson plans using the standards and to conduct assessments and design interventions based on the standards. (See Appendix D)

Candidates Demonstrate Understanding of the State Content Standards

Candidates learn about the State Content Standards in each of their methods courses: EDMS 522 and 523, Literacy 1 & 2; EDMS 526, Modern Methods in Mathematics Teaching; EDMS 527, History, Social Studies and the Integrated Arts; and EDMS 529, Science, Health and PE. Each course includes the state content standards in its required readings. Faculty lecture and engage candidates in ongoing discussions surrounding given state content standards that further build the candidates' familiarity and understanding. Assignments and related activities for each course (noted above) include consideration of the state content standards. Candidates further demonstrate understanding of the state content standards during their supervised fieldwork/student teaching experience. Cooperating teachers are expert in the state content standards, e.g., understanding, inclusion in teaching and instructional planning and in assessment. Cooperating teachers, in collaboration with the university supervisor, facilitate the candidate's understanding of the state content standards.

Candidates Demonstrate the Ability to Teach the State Content Standards

All candidates are required to demonstrate the ability to teach the state content standards. Each course teaches the respective content standards and connects them to assignments, readings, lectures, discussions and other activities. As stated earlier, the respective methods courses merge theory and practice, including appropriate teaching methodologies and instructional strategies. These are directly connected to the supervised fieldwork/student teaching experience, where candidates have relevant experiences to demonstrate their ability to teach the state content standards. Under the guidance of the cooperating teacher and university supervisor, candidates have appropriate and varied opportunities to practice the teaching of the state content standards in-class, with the students.

Candidates Demonstrate the Ability to Assess Student Knowledge of State Adopted Content Standards

All candidates are required to utilize various assessment techniques to assess student knowledge of state adopted content standards.

In each of the core subject areas, candidates are expected to be able to assess, informally and formally, the skills and abilities (as reflected by the state adopted content standards) of students authorized by the credential. They are also expected to set achievement criteria and ascertain whether students have attained the knowledge, skills and concepts, as a result of their teaching. Candidates are further expected to be knowledgeable about the appropriate uses and limitations of assessment instruments as well as methods for alternative forms of assessment, including performance tests, open-ended questioning strategies, and portfolios.

Examples of means of assessment:

Candidates' lesson plans that are prepared as part of the coursework and field experience are read and assessed on the basis of their application of the elements of effective lesson planning such as assessing student knowledge and skills, writing objectives, sequencing, instructional strategies employed, the applying principles of learning, and choosing appropriate materials. Special attention is paid to candidates' emphasis on utilization of the state content standards, and attention to the needs of diverse learners.

Cooperating teachers and university supervisors document candidates' ability to do daily, weekly, and long-term planning that incorporates the state content standards.

Completion of focused observations and reflective analysis. For example, students may be asked to reflect on how they teach curriculum within the framework of the state content standards.

University supervisors and cooperating teachers observe and assess the candidates' use and understanding of the state content standards on the student teaching evaluation form. Qualified university supervisors and cooperating teachers provide this feedback as stated throughout this document. (See Appendix C)

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.

Faculty have identified the TPEs that are primarily and secondarily covered in each course of study. Students have multiple opportunities to demonstrate successful performance of the TPEs. (See Appendix A, Alignment Matrix). Some TPEs are addressed in clusters and proficiency demonstrated through completion of the four TPA tasks embedded in methods courses and in the student teaching seminars.

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.

Completion of the TPAs has been embedded in courses as noted in the course syllabi (EDMS 522, 526, 527, 529 and EDMS 566 and 576) and in the curriculum design. Elements of the TPA tasks are practiced as candidates complete assignments that are aligned to various TPEs. 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 is expected to successfully complete all TPE related assignments as a condition for recommendation for the preliminary teaching credential. Candidates are made aware of the expectations for their performance during the pre-requisite course EDUC 520, during seminar sessions in EDMS 566 and EDMS 576, and during the initial meeting that takes place with both their assigned CSUCI supervisor and the cooperating teacher during the classroom observation phase.

Every effort has been made to ensure that the assessments made by both CSUCI supervisors and the cooperating teachers are consistent and comparable across the duration of the teaching assignment and with the Teaching Performance Expectations. The same instrument is used formatively and summatively by both the CSUCI supervisors and the cooperating teachers to measure and record candidates' progress (see Appendix C). The format of this instrument used for the Evaluation of Teaching Performance is specifically aligned to each of the thirteen Teaching Performance Expectations.

Additionally, students create a portfolio to organize evidence documenting their growth and development as teacher credential candidates. These portfolios include the candidate's scored responses for the TPA tasks two and four and student teaching evaluation documents. Students add their philosophy of teaching, a current resume and a cover letter written for the purpose of employment, each of which has been submitted as course work assignments for EDUC 520 and EDMS 576 respectively. CSUCI faculty are able to use the content of the portfolios to review and evaluate each teacher credential candidate's progress.

Both the university supervisor and the cooperating teacher make recommendations of the candidates for a teaching credential. If it is deemed necessary to have further

recommendations, a second supervisor and then the Field Experience Coordinator will be asked to evaluate the candidate's performance. The final evaluator will be either the Program Coordinator of CSUCI's Multiple Subject Teacher Credential Program or the Chair of the Education Programs.

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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 is 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 Office of Education 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.

California State University Channel Islands has had the unique opportunity to merge our teacher preparation program with direct applications to our University Preparation School (UPS) a dual language program, charter school that works in conjunction with and is advised by representatives from CSUCI and surrounding school districts. Since AY 2001-2002, CSU Channel Islands faculty have coordinated efforts with UPS, including planning for curriculum, designing effective organizational structures, as well as placing students for observation and teaching. Similarly, we offer almost all Multiple Subject courses on-site. Students are able to observe first-hand teaching strategies, thus, merging the theory of teaching and learning, and subject matter teaching to hands-on practice. A valuable relationship exists with the faculty at UPS, who are on loan from several school districts in the County. The master teachers at UPS have been partners in creating, reviewing and revising policies, procedures and documents that relate to the field experiences of student teachers and have suggested additions and modifications to strengthen course assignments.

The Program Coordinator and Field Placement Coordinator oversee and facilitate the sharing of information between the faculty, and other site based school partners. An example of collaborative dialogue that effectively assists in the identification and resolution of program issues and candidate needs is described here. Some cooperating teachers wanted earlier notice of the various assignments set by the university professors that may require their facilitation/assistance in the classroom setting. When such suggestions occur, the cooperating teachers raise this with the university supervisor, who in turn, shares it with the Field Placement Coordinator and Academic Program Coordinator. This information is then be brought to the faculty to act upon immediately and to develop a policy to prevent future problems.

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 able to address assessment and achievement concerns within area districts, and have developed strong linkages with our Dual Language, charter school – University Preparation School. We have formed strong connections with the various school districts to whom we send teacher candidates 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.

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 was the establishment of a collaboration with the K-12 schools in our service area, district level administrators and the Ventura County Education Office who made up a Teacher Education Advisory Committee. The purpose of the Advisory Committee is to advise, 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.

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 our area educators who teach with us, we have established structures for ideas to be exchanged and joint resolutions to be reached. The regular Education Faculty meetings and annual retreat, both of which our area colleagues who teach with us attend and in which they 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.

University supervisors are solicited for feedback on areas in which the program can improve based upon their communication with local schools.

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 of Ventura and Santa Barbara counties, we have developed placement agreements 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. The Chair of the Education Programs and Coordinator of Field Experiences examine the feedback, and consults with the broad faculty community on appropriate changes 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.

Simultaneous with the Multiple Subject document submission, a subject matter preparation program in our Liberal Studies Teaching and Learning Option was submitted. Members of the CSUCI faculty across disciplines came together in the summer of 2001

and began 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 Director for Liberal Studies. We have co-developed the Liberal Studies program and co-designed courses that are supportive of the teaching credential program and that 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.

We have worked also 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 developed 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 have established an intensive partnership with two local, sister charter schools: University Preparation School (UPS) and University Charter Middle School (UCMS). It is a goal of the Multiple Subject Program to place each CSUCI pre-credential student and credential candidate at one of the schools for at least one of their fieldwork experiences (EDUC 521, EDMS 562, EDMS 565 or EDMS 575). Together the schools provide for a diverse population of 640 students in Pre-K through 7th grade (from August 2007 this will extend to 8th grade). These two professional development schools are staffed by exemplary master teachers on loan for a period of at least three years from a variety of the 23 local school districts, all of whom are represented on the schools' governing boards. Hallmarks of the standards-based school programs are the dual language program, through which all students receive second language instruction, and the specialist curriculum which offers a rich fine and performing arts as well as a health and nutrition curriculum to all students. Additionally, a model AVID program is provided for the middle school students. Both schools have established high parent and locally community involvement in their governance and decision making processes as well as their outreach structures. CSUCI faculty are represented at all levels of school organization. Through the partner schools, CSUCI students and credential candidates are

exposed to collaborative team planning and teaching, a differentiated teacher designed curriculum, an action research focused environment and a fully included, diverse population of students arranged in multi-age clusters wherein students ‘loop’ with the same teachers for two years.

The Field Placement Coordinator, the Chair of the Education Programs and members of the faculty work with the Ventura County Office of Education (VCOE) to offer support for candidates as well as work 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 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 VCOE, which holds responsibility for coordination of the BTSA program and is responsible for the Teacher Induction Program. CSUCI serves on the 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 taken the opportunity to work collaboratively and to participate in the discussions with the BTSA program.

We work in tandem with the area BTSA administrators and providers, who speak to candidates at a seminar session, to ensure a smooth transition between the preliminary credential and the induction program. Program faculty accompanied County BTSA administrators and staff to the California BTSA and Intern Directors Statewide Conference. Together, we are working diligently to provide a seamless system that will assist candidates work toward completion of their preliminary and clear credentials 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 VCOE. CSUCI supports these efforts by the participation of faculty on the BTSA committee, and the field placement coordinator who works 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 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 provides 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 Appendix A) shows that each of the courses contribute to Standard 3 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.

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 and coordinator. S/he is responsible for ensuring that the chosen readings for the classroom 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 work in the field one day a week while they are in classes. Thus, candidates have the opportunity to see these theories in action and gain feedback and perspective from the university supervisor and the course professor. In each class, as evidenced by the syllabi, (see Appendix B), there are assignments attached to the readings.

In the fieldwork experience, candidates are expected to demonstrate best practice as they student teach. Both the cooperating teacher and the university supervisor examine the student's work and performance to ensure that students are knowledgeable of and are utilizing best practices. (See Appendix C for Student Teaching Evaluation form.)

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. In EDUC 510, Learning Theory and Development Applied in Multicultural Contexts, candidates are introduced to principles and theories of human learning and development. In subsequent courses and student teaching candidates apply the concepts and theories learned to students in schools.

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 is 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 apply 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 are expected progressively to make decisions reflecting best practices and current research in consultation with the cooperating teacher and then, when s/he takes over the classroom, make individual decisions. Further, utilizing course journal entries during the student teaching experience, candidates reflect upon those decisions that occurred during their actual instructional decision-making in action.

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 more reflective practitioners as they work diligently to apply the theories they are learning in the courses to their field experience. Each candidate is expected to write lesson plans for their courses that reflect best practices with attention to explaining and illustrating a variety of teaching models. The lesson plan format concludes with a reflection section wherein, once the lesson is taught, students analyze the strengths of the lesson and contemplate changes that might have strengthened it.

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

Multiple Subject Credential candidates are introduced to pedagogical thought, reflective practice, and the planning, managing and delivery of instruction during the pre-requisite stage of the program, specifically in EDUC 520, Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. Thereafter, as they progress in the program, candidates are expected to show growth and development in their ability to reflect on practice and engage in these discussions. Furthermore, it is an important consideration that all of the 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 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.

Teacher candidates are expected to continuously adapt their instructional approaches based on the children with whom they are working. The assumption is 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.

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, and 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, Specially Designed Academic Instruction in English (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 aid 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. CSUCI teacher candidates are expected to be well versed in the current issues in education in all curricular areas, especially as they pertain to best practice, current 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, candidates are challenged to continually reflect on their emerging self-definition of their role as teacher. Coursework, fieldwork and student

teaching provide additional venues for candidates 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 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.

During course work, candidates regularly reflect on curriculum-based content, related pedagogical perspectives relevant to state adopted content standards, curriculum frameworks and instructional materials. They have multiple and constant opportunities to reflect on course readings, related activities regarding content and state adopted curriculum. (Refer to the various course syllabi, Appendix B, which indicate both formal and informal opportunities for reflection, e.g., quick-writes, journaling, interactive journals, table talks, threaded discussions on-line and other related activities.) During supervised fieldwork/ student teaching, candidates regularly engage in reflective practice regarding state adopted curricular instructional materials, related/embedded pedagogy, and state content standards and frameworks. (Please refer to the attached Fieldwork/Observation handbook, Appendix C, for various activities that support this ongoing reflection). Cooperating teachers regularly engage candidates in reflective activities, via discussion and the viewing of video of the student teaching performance.

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.

In both coursework and supervised fieldwork, candidates receive information/guidance and direction on how to make decisions based on state adopted instructional materials and curriculum frameworks. For example, during coursework, candidates are introduced to the state content standards, relevant/embedded pedagogy and the state frameworks. They are given an overview of these, introduced to their function and use in classroom settings. Candidates have the opportunity to apply and practice designing lesson plans, making informed instructional decisions utilizing the state content standards, related curricular frameworks, state adopted curriculum and embedded pedagogy. These decisions are discussed with the cooperating teacher and university supervisor who provide ongoing monitoring.

The cohort model adopted by the CSUCI Teacher Education Program fosters a sense of community with activities, which include: sharing and exchanging ideas; responding to multiple sources of information; studying state curricular frameworks, content standards; policy and legislation that impacts curriculum and instruction. The faculty is committed to promote, within each teacher candidate, the ability to work collaboratively with colleagues on best practice and alternatives for meeting student needs. All classes stress equal access to core curriculum content, differentiated instruction, Specially Designed Academic Instruction in English (SDAIE) strategies, and scaffolding, thus enabling candidates to build a rich foundation as they make pedagogical decisions on behalf of the diverse students in their classes. Our commitment to educating a diverse student population is evident 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 represents our vision of education. The vision of equity and equal access is supported by our prerequisite foundational courses and throughout the credential courses. It is our intention that candidates 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 must be able to identify instructional strategies that 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 must be shown respect and acceptance as lessons are carried out and implemented.

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

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.

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. Candidates receive information, from both their prerequisite and core courses and through practical experiences during supervised fieldwork/student teaching, on issues pertaining to the needs of diverse students, including how to address the specific needs of ELL's and exceptional/special education students. As candidates gain the skills and knowledge necessary for effective teaching, they are expected to also become proficient in working with students from a multitude of linguistic, ethnic, and socio-economic backgrounds. (See Appendix B)

Beginning with the prerequisite courses, candidates are introduced to background information regarding experiences, languages, skills and abilities of culturally and socially diverse students. They receive an overview of the history, social, cultural, and educational related contexts of these populations, via readings, discussions, quick-writes, reflective journals, blackboard activities, and small group/interactive activities. For example, in SPED 345, Individuals with Disability in Society, candidates 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 and regarding a student's background experiences with a focus on social, cultural, and language factors. In EDUC 475, Language in Social Context, candidates are introduced to the foundational information with respect to the language background of students, first and second language theory, and related issues pertaining to language facility. Finally, in EDUC 510, Learning Theory and Development Applied in Multicultural Education Contexts, candidates examine theories of learning and their relationship to addressing the learning needs of diverse learners. (See Appendix B.)

These competencies are infused and applied across the teaching methods courses in the credential program. During the methods courses, students receive further information on how to assess student learning, adapt curriculum, adapt/modify instruction, e.g., how to make the content more comprehensible and better accessible for ELL's and children with special needs.

All lesson plans for all discipline areas are required to 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 are given a number of ways to meet the needs of diverse students with multiple special needs.

These foundational and pedagogical considerations are practiced throughout the time spent in supervised fieldwork/student teaching experiences with ongoing guidance, supervision, and instruction provided at the school site by both the cooperating teacher and the university supervisor. For example, at least one of the candidate's field

placements is in a classroom that has diversity (e.g., linguistic, cultural, special needs) in its population. The candidate is given opportunities to provide instruction to students from the diverse backgrounds represented. Candidates are required to assess student learning, plan lessons, develop instructional delivery plans with the appropriate scaffolds and modifications in order to make the content comprehensible and accessible for the learner. (Please refer to Appendix C for the CSUCI Lesson Plan which includes modifications for ELL's and other related requirements/activities required for successful completion of this experience).

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 and discussion) to issues associated with bias in the classroom and the creation of equitable and culturally responsive classroom communities (see Appendix B for the course syllabus). 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 is the goal for 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 (Cultural) 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 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). Throughout the program, all faculty stress the importance of working with families and valuing the strengths and differences that families bring to the educational process. For example, in EDMS 526, mathematics methods, coursework candidates read about and reflect on how they will work with parents whose mathematics learning and problem solving came from another culture (where math algorithms, terminology and procedures differ from US customs), they discuss their beliefs and expectations for parental involvement in a child's mathematics education, they respond to a parent letter expressing concern over the perceived mismatch of a school program and a child's mathematics ability, and candidates are required to consider and present the homework policies and content they will incorporate into their practice that will involve parents directly in their child's out of school learning experiences.

During fieldwork and student teaching, candidates 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. Permission from parents is requested for student teachers to participate alongside the cooperating teacher in formal and informal meetings with parents including attending school open houses, parent evenings, student conferences and IEPs. It is the expectation of the program that all candidates must be 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 (first introduced in EDUC 510) 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 candidates 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.

The following prerequisite and methods courses provide explicit evidence of assignments that provide candidates with the knowledge necessary to recognize students' specific

learning needs, appropriate placement and access to needed resources as well as appropriate opportunities to engage in extracurricular activities.

SPED 345 – Individuals With Disability in Society

Assignments: Web Search and Analysis, Research Paper or School-Child Observation Paper

Readings/Topics: Please refer to the syllabus for readings and topics surrounding the education of children with exceptional/special education needs.

ENGL 475 – Language and Social Context

Assignments: Internet Resource Search/Presentation; Language Assessment Assignment/Reflection that includes use of the CELDT to determine appropriate assessment and placement.

Readings/Topics: Please refer to the syllabus for readings and topics surrounding the education of culturally, linguistically diverse and special populations.

EDUC 510 – Learning Theory and Development Applied in Multicultural Education Contexts

Assignments: Lesson plans that include adaptations necessary for students with special needs and English Language Learners.

Readings/Topics: Please refer to the syllabus for readings and topics surrounding the education of children from diverse backgrounds.

EDUC 512 – Equity, Diversity and Foundations of Schooling

Assignments: Museum of Tolerance field trip and written reflection; Interview of a Bilingual Teacher; Panel Presentation on issues of diversity/law.

Readings/Topics: Please refer to the syllabus for readings and topics surrounding the education of children from diverse cultural and social backgrounds.

EDMS 522 – Literacy I Multicultural/Multilingual

Assignments: Reading Case Studies of two students (one for ELL student, one for English as a primary language student who presents other challenges in learning to read); RICA portfolio; Lesson Project that includes adaptations necessary for students with special needs and English Language Learners.

Readings/Topics: Check the syllabus for more detail.

EDMS 526 – Modern Methods in Mathematics Teaching

Assignments: Group Project to design instructional tool and activity to address specified needs of learners; 5 day Math Unit with lesson plans and a rationale for how the diverse needs of learners will be met.

EDMS 527 – History, Social Studies and Integrated Arts

Assignments: Interdisciplinary Unit with lesson plans that include adaptations necessary for students with special needs and English Language Learners; Written reflections and history-based writing assignments that address diversity, inclusion, and access to education

EDMS 523 – Literacy 2 Multicultural/Multilingual

Assignments: Writing Case Studies of two students (one for ELL student, one for English as a primary language student who presents other challenges in learning to write); Writing Strategy Lesson Plan with adaptations for students with special needs and English Language Learners.

EDMS 529 – Science, Health and PE

Assignments: Design unit of study and a series of lesson plans with modifications for diversity of learners.

EDMS 565/566 and EDMS 575/576, Supervised Student Fieldwork and Student Teaching Seminars, & EDUC 562, Field Placement Observation and Participation

During these courses, candidates receive further guidance, reinforcement and an opportunity to apply knowledge associated with appropriate contexts for learning and, assisting students to have access to needed resources.

During the intensive eight-week period of supervised Fieldwork/Student Teaching, candidates receive ongoing guidance, support and feedback from the cooperating teacher and university supervisor. Candidates have ongoing practice in planning and providing for students' specific learning needs, placement in appropriate contexts for learning and access to appropriate classroom and extracurricular learning opportunities.

Credential candidates attend a Student Teaching Seminar (EDMS 566 and 576) every other week, throughout both semesters, when they work collectively on TPA tasks 2 and 4. During this time, students receive additional support in the infusion of Specially Designed Academic Instruction in English (SDAIE) and instructional strategies for inclusion in the planning of lessons for units of study.

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 TPEs and pass the California TPAs are embedded in each course. Rating of success achievement is directed by a rubric and/or student outcome assessment based on the CCTC's TPA rubric. These provide formative feedback to candidates on whether or not they are achieving success.

Each pre-requisite course and methods course in the credential program is responsible for facilitating the practice of 4 to 5 TPEs that will lead to success in passing the TPA's. The course syllabi indicate the standard and the TPEs addressed by the various assignments set for each course (see Appendix B). Each course has a tenure line faculty course designer/coordinator who ensures new faculty and adjunct faculty have the knowledge and skills to carry out the core assignments in the shell syllabi. Responsibilities of the course designer/coordinator also include updating the readings and assignments as necessary, making certain there is continuity across the various sections of the course, including course assignments, selected readings (based on an adopted text/readings list) and focal activities and inter-rater reliability in grading the TPAs.

In the core curriculum methods courses, EDMS 522 (Literacy 1), EDMS 526 (Mathematics), EDMS 527 (History – Social Studies), and EDMS 529 (Science) students complete TPA task 1, with a different scenario being embedded in each of the four courses' assignments. In consultation with other educators at the CCTC TPA Networking meetings, TPA task 3 has been piloted in both EDMS 523 (Literacy 2) and in EDMS 529 (Science). Candidates' work is scored and feedback is provided on tasks 1 and 3 in order to assist in the completion of TPA tasks 2 and 4 which are introduced and completed during student teaching seminars EDMS 566 and 576 respectively.

As part of the formative evaluation process, candidates must compile a Portfolio to provide evidence that they have successfully met or exceeded all of the requirements to become successful teachers. Required elements of the portfolio and a rubric for rating the

Program Portfolio can be found in Appendix C. Please see course syllabi (Appendix B) for a list of the TPEs addressed; see Appendix A matrix indicating specific course alignment to TPEs.

As a condition of remaining in the program, students must maintain a GPA of 3.0 or better, with no course grades lower than C+. Any candidate not successful within a given course (students are given opportunities to take the course over again to improve performance). If a student's TPA tasks are scored at a level 2 or 1, individual counseling and tutoring are provided and the student is required to resubmit the TPA assignment.

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. The prerequisite courses EDUC 510, EDUC 512, EDUC 520 and 521, and SPED 345 together with the credential courses offer a systematic, comprehensive curriculum that makes direct connections to TPEs. Each of the TPEs is practiced a number of times in various pre-requisite and core courses to ensure that candidates have ample opportunity to practice the TPEs as they engage in the teacher preparation program. We have constructed a matrix (see Appendix A) that indicates where specific TPEs are addressed across courses.

At the conclusion of the program, candidates present a portfolio, part of which is the students' responses to the state adopted TPA tasks, demonstrating competency in the TPEs as well as passage of the TPAs.

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 TPEs, and this feedback contributes to each candidate's preparation for the performance assessment.

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. Extensive written and oral feedback is given to students as to the content and quality standard of their assignments. Rubrics are also used to provide students with timely and informative feedback on their performance at various times during the program. Rubrics are adhered to in rating the TPA tasks, these are based from the CCTC evaluation criteria for Levels 1 through 4 (see Appendix C for TPA 2 and 4 scoring rubrics). Candidates are aware that successful passage of assignments aligned to the TPE quality are required for a passing grade in the course and that all TPA tasks must be awarded either a Level 4 or 3 to be able to continue in the program. Both results and feedback are provided in a manner consistent with a CSUCI expectation that all students receive timely feedback. In all cases, students must meet or exceed the requirements on

the rubric to be recommended for a passing grade. Any candidate not meeting a minimum standard is asked to take the course over again until the standard is met.

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 design is such that that formative assessment tasks are embedded throughout the coursework while summative assessments ensure that candidates progress successfully through the program. It is expected that by the second semester students show greater levels of competency than first semester students. With our commitment to diversity, it is incumbent on each faculty member to practice and model the skills that we are hoping to teach our students. Throughout the credential courses, candidates have a variety of opportunities to practice what they are learning via the formative assessment (TPEs 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.

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 courses have been designed to provide a strong foundation of

scholarship for candidates, a solid understanding of assessment and intervention strategies for struggling readers, 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 utilizing current research; 2) the cohort model which allows our students to learn how to work collectively and collaboratively with each other and develop networks with 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 to be immersed in full-time student teaching for two semesters. The two-semester model ensures that we have contact with our students before and after they have been in the classroom practicing.

The two courses for literacy instruction and development are EDMS 522 Literacy 1 Multicultural/Multilingual and EDMS 523 Literacy 2 Multicultural/Multilingual. EDMS 522 introduces candidates to best practices in beginning reading instruction with a strong foundation the phonological/morphological structure of the English language in phonics instruction, phonemic awareness, and concepts of print. EDMS 523 focuses on content area reading and writing. Both courses emphasize assessment through multiple measures, monitoring student progress, and reading intervention plans to ensure success. To help candidates become proficient in reading instruction they are required to conduct an in-depth case study for a struggling reader in Grades 1-3 in their initial 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. In the second semester, candidates must conduct a modified case study with a focus on interventions and strategies that are based on the standards for the upper grades.

Candidates receive systematic, direct instruction in teaching the strategies for effective reading in EDMS 522. The candidate learns about concepts of print and phonemic awareness which are tied to a demonstration lesson in phonemic awareness. During demonstration lessons, the professor models effective reading instruction. This type of activity is related to application in the supervised fieldwork/student teaching setting where the candidate has multiple opportunities to observe the cooperating teacher, to assist, and then (during the student teaching phase) to practice effective reading instruction (under the supervision of the cooperating teacher). Additionally, direct, effective reading instruction and teaching strategies is modeled during several class sessions. Session 6: phonics; Session 7: comprehension and comprehension strategies for ELs; Session 11: vocabulary and content area reading. (See Appendix B to refer to the EDMS 522 syllabus.)

To ensure that our candidates are familiar with the California 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, in which 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 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 are well versed in the English Language Arts Framework as well as 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 the courses for literacy instruction developed, reading comprehension, a strong literature component, independent reading, and content area reading and writing became an integral part of EDMS 522, Literacy 1, and EDMS 523, Literacy 2. Candidates are expected to complete a RICA Portfolio that includes sections on each of these components. They are expected to share and collect information they are using in their field experience to enhance their ability to teach the various components of reading. Candidates complete several case studies indicating their approaches to teaching reading comprehension and writing skills. Each candidate is 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 of our course offerings, it is imperative that our program support and emphasize with each candidate, various approaches to accommodate English learners and students with special needs 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:

(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 about practice and show proficiency with varying types of texts. In their field placement, candidates 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 Four-Block literacy assignment (reading, word study, literature, writing) of EDMS 523, Literacy 2 in Multicultural/Multilingual Settings, guides and instructs 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 is 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.

In EDMS 522 candidates present a selected children's literature book and explain how to use it with children who are English learners.

(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 assists in reading and writing achievement. In the In-depth Case Study assignment (EDMS 522), candidates are expected to collect data on chosen students' background and include interventions for vocabulary development, background knowledge, and reading comprehension strategies. For the Modified Case Study (EDMS 523) candidates focus on assessing an older elementary student's strengths and weaknesses in writing, instructional interventions and ELD 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 is taught in class with an expectation that candidates have an opportunity to develop these skills 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 is 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 is a section in the RICA Portfolio 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. Writing must 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 candidates' RICA Portfolio contains a section on explicit literacy instruction where candidates 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, 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 is studied. In EDUC 510, candidates 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 EDMS 522 and EDMS 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 EDMS 522 and EDMS 523 courses, candidates study the structure of the English language and study the research on how children learn to read. They are expected to apply the theory to practice as they complete their case studies. 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 demonstrates 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 RICA Portfolio, 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 are 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 strong coverage of the reading and language arts courses. Given the nature of a start-up campus, currently, there are only 2 tenure line faculty members in language and literacy; one holds the rank of Professor and one the rank of Assistant Professor. Additionally, the University has two distinguished, highly qualified and experienced lecturers who teach in the language and literacy courses; one is a full time Education lecturer, the other (a retired fully tenured Professor) is a part time lecturer. Within the present language and literacy faculty, there is 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 the accompanying exhibit of faculty CV's for Professors Castaneda, Correia, Contreras and Rummel, M.)

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 as district and county level leaders in various aspects of the language arts curriculum. These teachers have a graduate degree in Reading/Language Arts, and are valuable assets to our faculty. Together, the language and literacy professor, lecturers and distinguished educators ensure that we have 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 Office of Education. Our literacy instructors work diligently and collaboratively with the BTSA administrators to ensure a quality and connected program as candidates leave our program and go into an induction program.

As already explained, each literacy course is connected directly to supervised fieldwork/student teaching. The Student Teaching Handbook has guidelines for the candidate, cooperating teacher and university supervisor to work in unison and to ensure that connections are reinforced between coursework and field experiences, pertaining to reading and ELA instruction. 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 EDMS 522 course candidates gain a comprehensive view of the exam and compile all of their information from their other courses into a study-guide that will be useful in helping them pass the exam, apply the information gathered, and use as a resource when they enter their own classrooms.

Candidates gain a comprehensive view of the components of the RICA exam through a combination of coursework, field experience/student teaching. Candidates create a notebook organized by the 13 RICA content areas. During the supervised fieldwork/student teaching assignment, candidates conduct guided observations in all 13 of the

RICA content areas (under the guidance and supervision of the cooperating teacher) ensuring that they have an opportunity to see, in practice, the areas being discussed. To help our candidates become familiar with RICA competencies, during their primary placement they are expected to complete a primary case study that will ensure they are aware of concepts of print, beginning reading strategies, phonemic awareness, and how to work with struggling readers. They also compile examples of 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.

Candidates are encouraged to take the RICA examination at the end of EDMS 522 so they can be recommended for their preliminary credential at the conclusion of the program.

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 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 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.

CSUCI collaborates with local school personnel in selecting suitable school sites and effective clinical personnel for guiding candidates through a planned sequence of fieldwork/clinical experiences that is based on a well-developed rationale. The selection of classroom cooperating teachers to supervise candidates is a mutual decision between the school administrator and, in some districts, with the human resource office, and the University. A rich description of how cooperating teachers are selected and evaluated is offered in our response to Program Standard 16c. In sum, cooperating teachers are chosen on a variety of parameters, most specifically in terms of their recognized performance as exemplary teachers. Individual cooperating teachers are monitored by the Coordinator of

Field Experience and by means of an evaluation completed at the end of the semester by the candidate placed with the teacher. Student teachers are placed with the University Preparation School and in 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 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 are 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 TPEs and provide practice in the TPEs 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.

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.

Mathematics content is primarily taught in the Liberal Studies subject matter Mathematics for Elementary School Teachers concepts courses, MATH 206 and 308, while pedagogical skills are taught in EDMS 526 Modern Methods in Mathematics Teaching. In this course, candidates learn how to teach the adopted academic content standards in developmentally appropriate ways to students in mathematics in the K-8 setting. Candidates focus on exploring effective instructional strategies to advance conceptual understanding of the logic and structure of mathematics, develop computational and procedural skills, and enhance problem-solving skills in mathematics.

EDMS 526, Modern Methods in Mathematics Teaching, introduces candidates to the key concepts and major principles of both the State academic content standards and the recommendations of the professional association, the National Council for the Teachers of Mathematics. Candidates use the California State Framework for Mathematics to examine scope and progression across in each of the math strands across the K-8 grade levels. An emphasis of the course is on the interconnectedness of the content of the strands of mathematics and the continuity of conceptual understanding and progression of mathematical ideas across the grade levels. Candidates use their knowledge of content and understanding of key concepts to plan, teach and evaluate math lessons, sustained mathematical investigations and units of study for use with small and/or whole groups in diverse K-8 classrooms.

Candidates learn how to describe and classify math problems according to the degree of complexity of a problem based on such factors as: the location of missing information, the language used to pose the question, the level of critical thinking required by the question according to Bloom's taxonomy etc. Course content and assignments require candidates to assess students' knowledge and skills and to analyze math problems and tasks in order to ensure that tasks match students' abilities and move their mathematical thinking and skills forward. Candidates learn to change the variables of simple, closed mathematical problems so that they become more intellectually challenging and more complex open-middle or open-ended tasks. They are provided with opportunities to design and implement sustained mathematical investigations that require students to apply their existing skills as well as acquire new understanding and skills and to solve problems.

Candidates are required to design and pose problems to a diversity of students in K-8 classrooms and to assess students' understanding of key mathematical concepts and procedures. The answers to the mathematical problems and results of the assessments are brought to class where they are shared and analyzed. Candidates are exposed to multiple strategies of solving problems and a wide range of mathematical understanding. Candidates use their knowledge of multiple learning styles and multiple intelligences when examining students' strategies and evaluating results. Candidates use their developing understanding of students' multiple problem solving strategies as they design

math tasks, plan to model and demonstrate concepts and teach all learners in diverse small and whole settings.

Candidates are required to design and pose problems to a diversity of students in K-8 classrooms and to assess students' understanding of key mathematical concepts and procedures throughout their observation / participation period in classrooms. During the student teaching experience they are responsible for the mathematical learning and instruction from whole classes. The answers to the mathematical problems posed and results of assessments made are brought to class where they are shared and analyzed. Using the content introduced and knowledge acquired in EDMS 526, Modern Methods in Mathematics Teaching, candidates are required to identify and find examples of students' conceptual misunderstandings evidenced by mistakes in procedures or anecdotal reported from oral explanations. These 'mistakes and errors' are then used to examine common and specific misunderstandings and to develop methods to help children fully understand, clarify and/or rectify their mathematical knowledge and skills.

As a part of the course, candidates are expected to practice specific TPEs through assignments. Details of the alignment between the assignments and TPEs are provided for candidates in the course syllabus. The signature assignment is the design of a 5 day unit of study which is expected to be taught and reflected upon during student teaching classroom take-over. Integrated into the unit are assessment practices, the use of mathematical modeling and the infusion of technology and literature. TPA task 1, scenario 2, is set as a summative assessment assignments in the course. Mathematics methods faculty make formative and summative evaluations based on candidate performance on the assignments together with coursework tasks. (See Alignment Matrix, Appendix A and EDMS 526 course syllabus in Appendix B.)

Throughout the course candidates 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 connect interrelated ideas and information within and across mathematics to other subject areas. A candidate's ability to teach logical connections across major content standards is determined by the application of mathematics they bring to designing and teaching units of study in Science (EDMS 529) and History-Social Studies (EDMS 527).

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 important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

EDMS 529, Science, Health, and Physical Education is a 4 units methods course designed to help candidates meet Standard 8Ab. The K-8 science academic content standards in the areas of life, physical, and earth science in conjunction with the investigation and experimentation standards are addressed in this teaching methods course. 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.

Assignments are designed to afford candidates the opportunity to produce products and demonstrate various TPE's in performance assessments during the course. EDMS 529 assignments include the following: personal philosophy of science and science teaching paper, role of science in diverse cultures (paper and presentation), microteachings, concept mapping, peer and self-evaluations of videotaped teaching lessons.

The course requires each candidate to plan and organize a thematic health/PE/science unit. The series of five lessons may include physical, life, and earth sciences, conducting experiments, and organizing effective laboratory and field activities. Additionally, candidates are asked to differentiate instruction and use strategies for universal access as they prepare lessons that interrelate the science curriculum with ideas and information within and across Science, Health, PE and other subject areas. Lesson plans can include: a directed science reading lesson (language across the curriculum for EL and diverse learners), inquiry lessons, and/or a technology fair. All units of study involve the creation of appropriate performance assessment tasks.

The assignments are carefully graded so that candidates can progress from mastering beginning to more advanced skills, knowledge and dispositions that will enable them to effectively teach the science academic content standards to elementary students. The alignment of these assignments with each of the 4 components in this element of Standard 8A is shown below.

- (1) relate the state-adopted academic content standards for students in Science (K -8) to major concepts, principles and investigations in the science disciplines

SA1b	Personal Philosophy of Science Teaching
D1a	Concept Map — science

- (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).

SB1a	Inquiry lab comparison
SB1b	Inquiry lab participation and reflection write-up
SB1c	Inquiry Lesson
SA1a	Nature of Science paper

- (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills.

SB1a	Inquiry lab comparison
SB1b	Inquiry lab participation and reflection write-up
SB1c	Inquiry Lesson
A3a	Questioning strategies
A3b	Questioning in lesson plans

- (4) to interrelate ideas and information within and across science and other subject areas.

A1a	Course goals
A1b	Unit goals and objectives (integrating science and health)

EDMS 529 infuses technology, attention to English Learners and diverse student learners, and multicultural education. The health/PE/science unit allows students to practice and become proficient in writing standards based science lesson plans, implement a hands-on science curriculum that provides access for diverse students, and maintains high levels of expectations for all.

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 are covered in EDMS 529, Science, Health, and Physical Education (4 units). EDMS 529 is designed to help candidates meet Standard 8Ae. As part of the subject matter preparation for Multiple Subjects candidates take the course PHED 302, Motor Learning, Fitness and Development in Children. The content covers physical education for children, fundamentals of motor learning, health, fitness and age-appropriate activities for elementary school age children.

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 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.

These assignments are carefully graded so that candidates can progress from mastering beginning to more advanced skills, knowledge and dispositions that will enable them to effectively teach the physical education academic content standards to elementary students. Evidence of this is attached in the form of the syllabus for this course. Assignments are designed to afford candidates the opportunity to produce products and demonstrate various TPEs in performance assessments during the course. The alignment of these assignments with each of the components of this element of Standard 8 is shown below.

Candidates develop a Concept Map of the California Academic Content Standards in Health and how they relate to major concepts and principles in the health sciences.

i) development of a variety of motor skills and abilities in students

1. The candidate will be able to describe and utilize a variety of methods to develop motor skills and abilities in children. **TPE: 6A, 6B, 7**
 - a. Create a list of techniques and demonstrate the use of five of these teaching children to develop various gross and fine motor skills and abilities.

ii) student recognition of the importance of a healthy lifestyle

1. The candidate will be able to create lessons that develop student recognition of the importance of a healthy lifestyle. **TPE: 6A, 6B, 7, 9**
 - a. Create a lesson plan to teach children to promote lifelong health.

iii) student knowledge of human movement

1. The candidate will be able to create and teach lessons that develop student knowledge and skills of human movement. **TPE: 6A, 6B, 7, 9**
 - a. Create a lesson plan to teach children various human movement exercises. Evaluation criteria: Lesson plan objectives are aligned with California Academic Content Standards in physical education; accommodations are made for EL and special needs students; appropriate assessment. **Due:**

iv) student knowledge of the rules and strategies of games and sports

2. The candidate will be able to create lessons that develop student knowledge and skills of the rules and strategies of games and sports. **TPE: 6A, 6B, 7, 9**
 - a. Create a lesson plan to teach children various age-appropriate games and sports.

v) student self-confidence and self-worth in relation to physical education and recreation.

1. The candidate will be able to incorporate activities into lessons that develop student self-worth and self-confidence in relation to physical education and recreation. **TPE: 6A, 6B, 7, 8, 9**
 - a. Create a lesson activity that focuses on developing children's confidence and self-esteem through activities designed for success for all children.

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 is covered in the Multiple Subject Program 4 unit course, EDMS 529, Science, Health and Physical Education. HLTH 322, Health Issues in Education, is part of the subject matter preparation for Multiple Subject candidates. It covers health issues, health education curriculum and topical areas.

EDMS 529 is a methods course designed to help candidates meet Standard 8Ae. The Health portion of EDMS 529 focuses on candidates learning about process of growth and development. Included in the course content are 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 course assignments are aligned to TPEs. Assignments include the following: a 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.

Assignments are designed to afford candidates the opportunity to create products and demonstrate various TPEs in performance assessments during the course. These assignments are carefully graded so that candidates can progress from mastering beginning to more advanced skills, knowledge and dispositions that will enable them to effectively teach the physical education academic content standards to elementary students. Evidence of this is attached in the form of the syllabus for this course. (See Appendix B.)

Through course assignments are aligned the candidate will be able to describe how the growth and development of children affect their learning. (TPE: 6A, 6B.)

Assignment 1: Candidates create a chart or graphical representation of the growth and development of K-8 students.

Assignment 2: Candidates develop a Concept Map of the California Academic Content Standards in Health and how they relate to major concepts and principles in the health sciences.

The alignment of these assignments with each of the components in this element is shown below.

H. A. Health of Self and Others:

1. The candidate will be able to explain how to teach children to promote lifelong health of themselves and others. **TPE: 6A, 6B, 7**
 - a. Create a lesson activity to teach children to promote lifelong health.
Evaluation criteria: Lesson plan includes objectives that are aligned with California Academic Content Standards in health; accommodations are made for EL and special needs students; appropriate assessment. Due:

H. B. Growth and Development:

1. The candidate will be able to describe how the growth and development of children affect their learning. **TPE: 6A, 6B**
 - a. Create a chart or graphical representation of the growth and development of K-8 students.
Evaluation criteria: Understanding of correct theory and principles of growth and development is evident in the chart; some differentiation between at least K-3 and 4-8 grade students is indicated.

H. C. Health Resources:

1. The candidate will be able to access health related resources and use them in lesson design **TPE: 6A, 6B**
 - a. Identify two health related resources to share with the class.
Evaluation criteria: Makes a clear explanation of how these resources can be used in classroom instruction; compares and contrasts the two resources in a least two dimensions.

Furthermore, CPR training is provided for students during the second semester. This enables students to meet CCTC requirement for CPR certification or allows candidates to update their CPR and First Aid cards prior to recommendation for the preliminary credential.

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-Social Science and the Visual and Performing Arts are combined in an integrated (4 unit) methods course, EDMS 527, History, Social Studies and Integrated Arts. In this course candidates learn how to teach the K-8 History-Social Science and the K-8 Visual and Performing Arts content standards through the creation and development of a multi-disciplinary unit of instruction, drawing in history-social science and visual arts content. 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. Candidates practice the TPEs in this course as part of their assignments. (See Appendix B for the course syllabus.) 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.

History and Social Science content and skills are primarily covered in EDMS 527 History-Social Studies and Integrated Arts. In this course, candidates become familiar with the History-Social Science framework and standards for K-8 education. Candidates 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 need to successfully complete the variety of assignments in order to pass the course.

The History-Social Studies elements addressed in the assignments include (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. Additionally, the VPA elements addressed include: candidates will 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; pursuing meaning in the arts; making informed judgments about the arts.

The Reflective Social Studies and Position Taking assignment requires the candidate to look at her/his self through a social studies lens/perspective. The candidate (utilizing the six social studies disciplines) creates a physical model/representation to reintroduce his/her self to the class. Students are required to reference the History-Social Studies Framework and the academic content standards as applicable. Additionally, this assignment requires the candidate to incorporate artistic perception, creative expression.

Additionally, during the Community Resource/Field Trip Project, the candidate explores and shares information about the field trip. The candidate is required to think about pre-, during, and post-trip teaching activities and questions to pose, in order to plan an educational fieldtrip in the future. The candidate is asked to incorporate basic critical thinking and study skills (related to content-based instruction) for classroom practice. Additionally, the candidate writes this fieldtrip up as a case-study for cross-cultural examination. The Community Resource/Field Trip Project also requires the candidate to incorporate and address understanding the cultural and historical origins of the arts and pursuing meaning in the arts. This assignment incorporates ideas for future field-trips and related classroom activities.

The candidate also creates an Integrated History-Social Studies/VPA SDAIE unit. The unit requires the candidate to incorporate both the History-Social Studies and VPA content standards and respective frameworks. As part of the unit, the candidate is required to develop related simulations, debates, research activities and cooperative projects. The candidate is required to connect the arts to the unit, especially a section on understanding the cultural and historical origins of the arts.

Finally, the candidate develops an Oral History Project, in which s/he interviews an individual about a topic that relates to the social studies and visual and performing arts. Then, the candidate develops a lesson plan, allowing for the opportunity to apply knowledge in using primary/secondary sources and for use in classroom practice.

These assignments ensure that candidates have an opportunity to practice the TPEs and become proficient beginning teachers. (See Appendix A, Alignment Matrix.) The assignments include history-social science writing strategies, a historical fiction literature lesson, differentiation of history-social science content and teaching strategies, and the signature assignment which focuses on the development of a multi-disciplinary unit including social science content standards while delivering visual arts products.

The assignments 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; pursuing 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 (see 8A(c) above and Appendix B for EDMS 527 syllabus), The Visual and Performing Arts are integrated into the course curriculum through various activities and strategies that the candidates are expected to complete and in their field experience. During the supervised fieldwork/student teaching assignment, candidates are expected to participate in school-based Visual and Performing Arts programs that adhere to the state standards and framework and are applied in the classroom.

Program Standard 9: Using Computer-Based 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. Using 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. These skills includes 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 to 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.

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 conceived as supporting of instruction rather than in terms of

driving instruction. For example, PowerPoint is used to demonstrate concepts, but also to assess candidates' understandings as they create multimedia posters to summarize their learnings. 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 technologies and apply them 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 peers. They generate a list of best practices using technology and then evaluate the software they have selected against those 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 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 have opportunities to use digital cameras and basic photo-editing software. The candidates problem-solve how to connect cameras to the computers in the lab and then up-load, transfer, manipulate and incorporate their photos into PowerPoint presentations. Candidates learn how to scan images and text and import it into their presentations and web pages. As a requirement of TPA 4, students provide a video recording of their own teaching performance which they have to transfer to digital media for submission.

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

Candidates have multiple opportunities to communicate through printed media. For example, candidates have opportunities 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.

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 the web-based tool 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, in EDMS 526, Mathematics Methods, candidates post into Blackboard literature recommendations and links to technology web sites that support mathematics instruction. Responses and critiques are communicated between students together with suggestions how the resources might be used in the classroom. These communications foster collaboration between students.

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 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 512, Equity, Diversity and Foundations of Schooling, 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 ethical issues of using electronic materials, maintaining student and school anonymity, protecting students from exposure to inappropriate materials take place during in-class and electronic discussions, and are raised in student seminars. Candidates are required to cite sources on their lessons demonstrating their knowledge of copyright 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 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 are expected to design lessons and create classroom environments that are supportive and reflective of equal access and differentiated instruction. Within the program design, all courses 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 these 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.

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 have an opportunity to study the laws and regulations governing special needs students and their requirements. They are 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 are covered as well as school rights and responsibilities.

In each of these classes, candidates are 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;

Effective family involvement is expected for all candidates. Lesson designs and unit plans are expected to include sections on parental involvement that is respectful of the community and shows an understanding of difference. Parental involvement for diverse communities is primarily covered in EDUC 512 where candidates 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 is primarily covered in EDUC 512 and EDUC 520 where candidates study different family units, the effects on educational achievement, working in diverse settings, and applying that knowledge in schools and classrooms. EDUC 512 addresses this from a socio-cultural perspective while EDUC 520 addresses this from a teaching and learning perspective.

Specifically, the curriculum covers 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 512 and EDUC 520 candidates are expected to apply effective strategies and practices for communicating with families in a variety of contexts. Additionally, candidates have the benefit of an early fieldwork placement University Preparation School (UPS). This early field placement allows all candidates to observe first hand, the opening of school. Candidates are 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 are also expected to become familiar with their responsibilities during a Student Study Team (SST) process.

(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 are expected to ascertain the resources available for parents and how to let it be known to parents that these are there. Candidates are 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 are thus 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 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 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. Background knowledge for this standard is developed in the subject matter preparation course HLTH 322, Health Issues in Education.

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 EDUC 512 and EDUC 520 courses, candidates are given information on how to deal with conflicts in a manner that prevents escalation and allows all students to feel safe in the classroom. Candidates are introduced to strategies in conflict-resolution toward the creation of safe and peaceful learning environments. Strategies for recognizing violent behavior and conflicts are 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 pre-requisite courses, SPED 345, EDUC 510, EDUC 512 and EDUC 520, candidates are expected to become familiar with the resources available for helping students and parents gain access to services available both on and off campus. Candidates are expected to research available resources from the Ventura County Office of Education 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 which 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 is presented on human learning and the social-cultural context for education. This enables 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, validity, and relevance, and also to be able to use it to ask pertinent questions about whether or not a piece of research is helpful. Additionally, in all discipline courses, candidates 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.

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, 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 are exposed to theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. The course content of EDUC 510 addresses the major concepts, principles, theories and research findings related to cognitive, social, emotional and physical development of children and adolescents.

Candidates apply the foundational knowledge gained as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study. (See syllabi in Appendix B for assignment descriptions.)

Theories (and practice) of first and second language acquisition are covered in ENGL 475 Language and Social Context, 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 of and 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 course, Learning Theory and Development Applied in Multicultural Education Context, 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. EDUC 510 addresses major concepts, principles and research associated with the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and achievement 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.

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.

The percentage of teacher education candidates who are CSUCI Liberal Studies majors in the Teaching and Learning option will continue to grow as the University enrollment increases. The Teaching and Learning option curriculum requires students to engage in cross-cultural study. This requirement connects to the focus on social, cultural, and historical foundations in the teacher education program. The Liberal Studies major requires EDUC 101, Introduction to Education, and EDUC 320, Education in Modern Society.

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 course syllabus in Appendix B.)

In EDUC 512, candidates examine and analyze various notions of schooling from social, cultural and historical perspectives. For example, students investigate approaches to schooling in a cultural context. The course focuses on issues on 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 ethno-linguistically 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 begin to apply these in the classroom setting, during both fieldwork and student teaching, thus moving from theory to practice.

Additionally, in EDUC 522, Literacy 1, and EDUC 523, Literacy 2 courses, candidates are expected to observe and evaluate reading and writing lessons in the various content areas. The evaluations focus on selection of appropriate materials, analysis of teaching/learning context, and reflection on pedagogical practices to maximize student learning. (See course syllabus in Appendix B.)

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 placement 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 has committed to developing a program that focuses on social justice, equity and access issues. We expect our teachers to 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 from 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 EDMS 522 and EDMS 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 EDMS 522 and EDMS 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). Candidates examine the English Language Development Standards as well.

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 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 is in an English mainstream context.

In all field experiences, candidates 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 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. 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 theoretical perspectives, 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.

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, EDUC 510 and the EDUC 512, candidates are exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates 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 learn about differentiating instruction and providing equal access for all learners. In the various assignments across prerequisite and program courses, candidates are required to reflect on different perspectives, explore alternative concepts, and recognize their professional responsibility as educators.

During EDMS 566 and 576, Student Teaching Seminars, candidates connect professional perspectives with their work in the schools.

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, EDUC 510 and the EDUC 512, candidates are exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates explore alternate ways of reaching standards and recognize their ethical responsibility to develop and plan lessons which 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 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 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 of these courses, candidates are expected to reflect on academic inequities within our public school system and discuss programs and strategies that have been successfully implemented to deal with 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 develop learning plans that allow them to ensure that each student is learning at his or her potential and meeting high expectations. Candidates are required to demonstrate an understanding of equal access, differentiated instruction, scaffolding techniques and SDAIE methods to ensure

that all students are gaining access to the core curriculum and meeting ambitious learning goals during student teaching.

Additionally, strategies for working with parents and the community are discussed in courses to ensure that, as beginning teachers, candidates 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 accessing and connecting to 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 prepare and deliver lessons using an ELD content approach for heterogeneous mixes of students (by planning effective specially designed academic instructional activities). In EDMS 522 and 523, candidates design lessons for English Language Learners who are not enrolled in a program of bilingual instruction (primary language). These courses also focus on teaching English language strategies for English Language Learners, in which candidates 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 is stressed as candidates are taught to write comprehensive, standards based lesson plans. Candidates 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 become 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 and complete TPEs, they 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.

The CSUCI program prepares candidates to teach all students in their class including students with special needs. Through SPED 345 candidates learn how to maximize the achievement of students with special needs by understanding students' abilities, disabilities, accommodations, and the strategies that are options for student success. They read and write about various disabilities and how, in the classroom, they can impact children with such disabilities. Candidates have three assignments related to gaining knowledge and skills in order to maximize the learning of students with special needs. They observe in a community-based program serving students with disabilities, interview a teacher or principal and write a paper on accommodations and strategies.

In EDUC 510 candidates learn about variations in students' abilities, performance and learning style and possible ways that teachers in regular classrooms can accommodate student variability. They examine various approaches to instruction, such as direct instruction, cognitive, linguistic, humanistic and social approaches. During their student teaching placement, candidates must indicate on their lesson plans how they will address the specific learning objectives for each learner. (See CSUCI Lesson Plan format, Appendix C.)

During the instructional sequence candidates must describe how they will assess students' previous learning and create interest in the new learning, steps that are particularly critical for students with special needs in the class. Candidates must show how they will know that students have gained the knowledge, skills or behaviors needed for achieving the lesson's objectives. The candidate must indicate how they will prompt or cue learners who are not easily able to understand the concept or perform as expected. Candidates must indicate how in the lesson they have provided access to the learning for each student who has special needs or is otherwise diverse in learning needs. Follow-up activities must be further specified. Candidates are responsible in student teaching for addressing the learning of every student in their class, whether the student has special needs or is gifted.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional 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 is stressed in a number of courses, including EDUC 510, Learning Theory and Development Applied in Multicultural Education Contexts, EDUC 512, Equity, Diversity and Foundations of Schooling, and in EDUC 520 Observing and Guiding Behavior in the Multicultural, Multilingual, and Inclusive Classroom. In these prerequisite and preparation courses, candidates engage in discussions and readings that deal with the affective domain and the impact on students' achievement. Candidates are expected to understand students' social and emotional development and how to get appropriate help for the students when necessary.

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 facilitate the building of community, candidates have multiple opportunities to work collaboratively, to network, and support each other's professional growth and development. In a number of courses, candidates are 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 peers in order to further facilitate working together, planning, and support. Each semester candidates take a student teaching seminar during which issues directly related to the site placement are addressed. During seminar time and at the school sites, fieldwork supervisors meet regularly with their student teachers to discuss issues and concerns that are mutually pertinent to the placements and sites. Through these experiences, candidates provide a support base for each other and learn the importance of networking.

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).

Response

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 study an array of contexts (e.g., historical, legal, social, political and economic) in mainstream, multilingual and multicultural contexts. Candidates 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 read, discuss, and analyze principles of language, literacy, access to content and equity in curriculum and instruction.

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 Appendix B for course syllabus.)

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. (See Appendix B for course syllabus.)

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 through teaming, peer coaching and modeling support content area faculty as they infuse language principles across the curriculum. All faculty 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 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 learns to develop a SDAIE unit of instruction in EDMS 527, History, Social Studies and Integrated Arts which may be implemented during Student Teaching in the first or second semester. 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.

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 courses 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 are 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 are 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, during supervised fieldwork, 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 addresses 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 has an opportunity to observe in a classroom where daily instruction occurs with English Learners. The candidate has significant experiences teaching English Learners. Under the guidance of the cooperating teacher, the candidate gradually assumes teaching responsibilities, and receives 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 has multiple opportunities to utilize materials, methods, and strategies for ELD that are appropriate to the student’s level of proficiency in English. Additionally, the candidate designs and implements 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 policies 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 also learn about the impact of such laws and the impact on student placements and instructional programs.

In sum, in both prerequisite courses, candidates are expected to become familiar with the particular laws and to discuss how specific legislation will impact them as teachers in the field. Additionally, candidates learn how laws are currently being implemented at the various school sites and districts in the area. Candidates are 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 is 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 study (in EDUC 512) the relationship between the social context of language use and learning. Candidates 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 ethnical, 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 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 are 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 have an opportunity to interview a bilingual, ELD, or language related specialist. This provides 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 complete a case study of an English learner in which they are 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 is 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 is 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 are introduced to critical competencies necessary to quality education for English Learners and practice these (ongoing) in core coursework (e.g., ENGL 475, EDUC 512, EDMS 522, EDMS 523, EDMS 527) and supervised fieldwork/supervised student teaching experiences (EDMS 565 and 575). Prior to assuming daily teaching responsibilities, the candidate has 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 learns to utilize grade-appropriate instructional strategies which 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 (1) learn about theory and practice of language and literacy curriculum and instruction. Candidates 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 plans and delivers lessons that incorporate general (language and literacy instruction) and specific English Learner related accommodations and pedagogy. Students 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 are 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 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 designs a SDAIE unit of instruction, which is 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 results in well prepared practitioners (informed by theory and practice) who are able 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 ENGL 475, candidates are 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 introduces the candidate to formal and informal assessment. As part of course requirements, each candidate is given a sample student response to prompts included in the California English Language Development Test (CELDT). The candidate is instructed in the use of rubrics to evaluate the responses. Further, each candidate writes a justification for the assessment along with a short reflection on any insights gained from the process. They are 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 Appendix B for course syllabus.))

In the EDMS 522 and EDMS 523 courses, candidates are expected to show proficiency in monitoring and assessing student progress and at least one of the case-studies must 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 learn to conduct content area assessment in one of their supervised fieldwork/supervised student teaching assignments. They 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 allows the candidate to determine whether or not adjustments to the student’s instructional plan are needed. Candidates are 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 learn about the family, cultural backgrounds, and experiences of students and how these factors impact achievement and success. Candidates 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 built our programs and decided how best to implement our vision of preparing teachers for high quality teaching in inclusive educational programs, working with special needs populations was at the forefront of our program. We 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 adaptations and modifications that are appropriate for each content area. These courses offer candidates strategies, effective and defensible practices, research and readings that prepare them to teach children with special needs and talents in their classrooms. Candidates practice differentiation of instruction for students with a wide array of special needs in student teaching. This 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.

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 meetings, 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.

In SPED 345, candidates learn about the assessment process and what discriminates a student with a disability from other students in their classroom. They also learn about the role of the special education team in the assessment process. Candidates are taught the characteristics of each disability and what they might observe in their classroom as potential learning and behavioral indicators for referral to special education for more in-depth assessment. They also learn about how students are assessed in classrooms through case studies and classroom observational assignments.

In the prerequisite course EDUC 510 candidates describe specific strategies for motivating students to perform toward academic excellence taking into account the 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. Methods and instruments for assessing learning and language abilities are introduced in ENGL 475. In EDMS 522 and 523, students learn to assess literacy by assessing individual children's early and later reading, writing and spelling competence. They learn the meaning of those assessments and when it is appropriate to refer a child for more detailed assessment and how to use the assessment for on-going program planning for individualized teaching.

In EDMS 526, during classroom visits, candidates assess individual student's

mathematical thinking, interpret assessment information, evaluate the results and make recommendations program planning and referral if indicated. A report of the individual and combined results is presented to the classroom teachers for their use.

Lesson and unit planning in social studies and science (EDMS 527 and 529, respectively) begin with assessments of student knowledge and skills. Students learn how to use this information for on-going planning, evaluation and, if necessary, referral of students with disabilities. Additionally, during the supervised fieldwork experience, candidates are guided by the cooperating teacher and university supervisor in the assessment of learning for special education populations.

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 SPED 345 candidates learn what types of assistive technology is appropriate for students with specific educational needs including both high technology and low technology assistance. They learn about the resources available to teachers through our county schools in terms of personnel and assistive technology materials to assist students with disabilities in their classrooms at the Ventura County Resource Center. They learn how technology is specified on IEPs so that they can insure that students are receiving the assistive technology that is appropriate for them. Candidates learn to select and use appropriate instructional materials and differentiated teaching strategies first, in SPED 345, where they focus on general disability-related strategies.

In methods courses candidates learn to apply the strategies learned in SPED 345 in content specific teaching plans. In each of the methods courses, EDMS 522, 523, 526, 527 and 529, they have opportunities to connect assessment of student learning with grouping and individualized teaching strategies. In the courses 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 differentiated teaching strategies and lesson designs to meet the needs of all students in the general classroom. Candidates 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 and their ability to create individualized and differentiated instruction during the lesson plans for use in the accompanying field work and student teaching assignments.

Additionally, when student teaching (EDMS 565 and 575), it is expected that candidates demonstrate their understanding of assessment and differentiated teaching strategies for all students in their class including those with disabilities and 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.

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 510 course candidates learn about lesson planning. The CSUCI lesson plan format requires 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 Lesson Plan format, Appendix C). Students apply learning acquired during SPED 345 about the most effective ways to deliver instruction to students with special needs and those who are gifted and talented. Activities in which candidates plan for delivery of instruction to students with special needs and those who are gifted and talented occur during the teaching methods courses (EDMS 522, 523, 526, 527, and 529). Candidates must demonstrate that they are able to implement instruction for all children, including those with exceptionalities, in the classes to which they are assigned for student teaching. Their teaching practice must reflect that they are effectively helping students with special needs or who are gifted and talented access the core curriculum. Candidates are 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.

Candidates are introduced to the social integration of students with disabilities in two courses, SPED 345 and EDUC 520. In SPED 345 candidates learn for whom and when social integration is appropriate. In EDUC 520 candidates learn the techniques and skills associated with social integration. To that end, several assignments cover the issue of social integration for all populations of students. 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 various kinds of class arrangements during the co-requisite field placement, EDUC 521, and discuss the effect on the social integration of children with special needs.

To gain experience in identifying and documenting students, in EDUC 520 candidates create a set of Data Collection Tools for use in their field placements. These tools can range from anecdotal records to behavior checklists and rating scales. Students then practice using these tools throughout the Student Observation Assignment (EDUC 521). They are to use the tools they create to identify social behaviors for several students in the field placement. After the data collection, candidates create a Classroom Management Plan incorporating their data and other class information for their summative course assessment. Candidates also address the social integration of children with special needs in their student teaching classes (EDMS 565 and EDMS 575). Moreover, they are

expected to demonstrate through their own practice their understanding of 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 working collaborative relationships with our service area districts. We have developed 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 identify strong cooperating teachers.

We currently place candidates in all of the area 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 eight weeks and expected to “take-over” in the areas of Math, Literacy, and History, Social Studies and the Integrated Arts for 1 week. During the first eight 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. Much of the classroom experience during these first eight weeks is spent completing methods course assignments, so students can begin making the connection between educational theories and practice.

In the advanced placement, candidates are in the classroom full time for eight weeks and expected to “take-over” the teaching and learning for two weeks. During the first eight 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. Again, the emphasis during this time is on helping students to integrate theory and practice in the classroom setting.

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 are 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 case studies that require them to assess focus 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. Additionally, seminar is the place where students have opportunities to integrate their skills and reflect upon their student teaching experience; it is here where students demonstrate the teaching cycle: planning, teaching, reflecting, and applying what they have learned. (University supervisors videotape students teaching a lesson; then the student and supervisor collaboratively reflect on the lesson in order to identify successes as well as areas for growth.)

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 integrate the disciplines. In each student teaching experience students develop proficiency in the Teacher Performance Expectations (TPEs). We have developed a rubric for student teaching supervision that reflects the content of the TPEs that students are to practice and develop. University supervisors,

cooperating teachers, and the students themselves use this rubric to reflect students' progress toward achieving those expectations.

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.

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. Our goal is for student teachers to experience as full a range of public school teaching as possible. Candidates remain in each placement for 16 weeks. In semester one, for the first eight weeks they are at the schools one day a week and the second eight weeks, they are student teaching full-time. Additionally, during the first eight 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. Candidates are required to take over the entire day for a minimum of one continuous, full week during the first semester field placement. In semester two, candidates have a similar pattern. For their advanced, second field placement they are required to take over the classroom for the entire day for a minimum of two continuous, full weeks of teaching.

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. During EDUC 521 and at the end of the first eight weeks of classroom observation/participation prior to full time student teaching placement, the same instrument is used to rate candidates and give feedback on their professional dispositions. (See Appendix C, Student Teaching Evaluation Forms.)

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 context. During student teaching, candidates experience two additional grade levels of classrooms; one experience is with grades K-2, the second is with grades 3-6.

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.

Not applicable to the Multiple Subjects Program.

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 is housed in the Teacher Education Program. We are working in close partnership with the Ventura County Office of Education to coordinate support provision. A University coordinator is assigned to the program. He/she is responsible for overseeing the partnership and ensuring that the needs of the districts and the student teachers are being served. Additionally, there are university supervisors who work with and help the interns in the classrooms 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 who 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 the field placement coordinator, university supervisors, and school site administrators because they demonstrate effective teaching and are willing to assist in the preparation of student teachers. We believe that the field placement requirement should be a mutually beneficial experience for both the candidate and the cooperating teacher.

University supervisors are all individuals who have had successful experiences in the field as administrators and/or as teachers. Our university supervisors are also given instruction 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 have developed a Field Placement University Supervisor Handbook for both the cooperating teacher and the field supervisor that elucidates their duties and responsibilities. (See Field Placement University Supervisor Handbook Exhibit.)

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.

Our Field Placement Coordinator has considerable expertise; for the past 4 years she has been responsible placing student teachers in Ventura County schools for California State University Northridge. Additionally, she is an active trainer for the Ventura County Beginning Teacher Support and Assessment (BTSA) program. These experiences have allowed the Field Placement Coordinator to form strong relationships within the county, in local districts and with school administrators and teachers in all schooling sectors. They have also provided the opportunity for the Field Placement Coordinator to determine suitable and specific placements to meet the institutional requirements of CSUCI's Credential Program and student teachers' needs. Selection of public schools for student teacher field placements is based upon at least the following criteria:

- A belief among teachers and administrators that all children can and do learn;
- A demonstrated commitment to promote inclusive educational programming and access for all students in general education environments;
- Ethnic, racial, cultural, linguistic and socio-economic diversity;
- A demonstrated representation of best practices in the field;
- A high level of professional collegiality among faculty and administration;
- Provide opportunities for student teachers to apply the credential program conceptual framework in the classrooms in which they are placed.
- Willingness to mentor and coach student teachers
- A school-wide program that is underpinned by the State-adopted content and pedagogy standards

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 makes selections of exemplary cooperating teachers based on her own and colleagues' professional experiences and interactions with schools within Ventura and Santa Barbara counties. There are several ways in which exemplary teachers are identified.

The Field Placement Coordinator is a trainer in the Ventura County BTSA program and in this capacity is familiar with the local exceptional practitioners who are mentors to beginning teachers. This pool of teachers is expanded through personal interviews and conversations between the Field Placement Coordinator and district and school site

administrators. Site administrators are asked to identify master teachers within their communities based upon CSUCI's *Criteria for Selection of Cooperating Teachers*. The criteria have been drawn up with reference to the requirements of the Commission on Teacher Credentialing for support personnel. School site administrators are asked to provide and verify information about their exemplary teaching practitioners to assist the Field Placement Coordinator in ensuring high quality experiences for candidates.

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 are selected in consultation between school administrators, CSUCI's Field Placement Coordinator and university supervisors. The teachers may have been identified by the Field Placement Coordinator or a Field Supervisor, or be nominated by either a school administrator or colleague or self-nominated. In the latter two cases the suitability of the nominee is verified with a school administrator. Site administrators understand that, if they have nominated a teacher, it is a mutually agreed upon process ensuring that only those teachers with a willingness to guide a student teacher are selected. Potential cooperating teachers are asked to provide information to CSUCI by means of a data sheet. Factors determining the preliminary selection of cooperating teachers are:

- a minimum of three years of credentialed teaching experience
- recent and relevant training in the teaching of reading
- current or recent experience in inclusive, multi-cultural classrooms
- CLAD certification is preferred, as well as previous experience in mentoring training or beginning teachers.

CSUCI fieldwork supervisors visit the classrooms of the potential cooperating teachers to observe if the curriculum content and the teachers' pedagogical practices match the standards and guidelines described in the documents of the California Department of Education and Commission on Teacher Credentialing.

Cooperating teachers' selection is based upon the following criteria:

- The ability and willingness to meet regularly with the student teacher to plan and provide feedback on observed lessons, assessments, and other assigned responsibilities;

- A professional commitment to model and discuss effective teaching with diverse learner populations;
- A commitment to establish a classroom climate that values the meaningful inclusion of students with disabilities, cultural and linguistic diversity (e.g., the curriculum includes the experiences of the culturally diverse learners);
- The ability and willingness to provide the student teacher with opportunities to implement multicultural curriculum and to practice approaches for second language development and content access (e.g., giving the student teacher sufficient opportunity to practice scaffolding techniques);
- A professional commitment to model and discuss effective classroom management systems;
- Sensitivity to student teacher needs (e.g. the need to employ various instructional and assessment methodologies as specified in the 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, Teaching Performance Expectations and reflected on student teaching assessment instruments);
- Competence in determining and communicating expectations, rationales for decisions, and evaluations of teaching;
- Enjoyment of professional growth through the exchange of ideas with the student teacher, the university supervisor, and other opportunities offered by the University.

The University supervisor and the cooperating teacher for each candidate ensure coordination through regular meetings in which candidate progress is discussed. At least once per semester, all supervisors and cooperating teachers meet as a group to discuss issues and provide suggestions for improvement of the student teaching experience.

Cooperating teachers are expected to be exemplary in their craft. 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 works with the site administrator 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 are 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.

It is our goal that the teachers in the field, who work with us, have a thorough understanding of the effective practices for preparing pre-service 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.

Throughout each semester, cooperating teachers receive ongoing professional training provided by the Field Experience Coordinator CSU Channel Islands' faculty and supervisors. Professional development stresses understanding current educational theory and practice (including application of content standards, TPEs, and TPAs), 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. Professional development takes two forms.

Collectively, cooperating teachers and university supervisors attend *The Cooperating Teacher Training Program* coordinated by The Field Placement Coordinator at the University. The Field Placement Coordinator, CSUCI faculty and the coordinator of Ventura County's Beginning Teachers Support and Assessment Consortium provide input to the program. Training has also been provided through site-based workshops for cooperating teachers at the University Preparation School. The program includes background information about *SB 2042*, the Teacher Performance Expectations and the piloting and inclusion of Teacher Performance Assignment tasks during student teaching practice as well as changes in fieldwork requirements, procedures for supervising, assessing the progress or dealing with concerns about student teachers.

The Cooperating Teacher Training Program introduces cooperating teachers to the theories of learning and teaching that underpin CSUCI's Multiple Subject Teaching Credential Program. Theories of adult learning and the literature describing the professional lifecycle and stages of teacher development and concerns are introduced (examined through the developing work of Fuller and Brown 1975, Loucks- Horsley et al, 1987, Huberman 1989 and Feiman-Nemster 2001). The growth of pre-service teachers, their relationships with mentors and recommendations for effective practice in coaching and mentoring pre-service teachers is also a focus (Furlong, 1987; Berliner

1989; Levine, 1989; Kagan, 1992; and N.E.A.'s advice for *Creating a Teacher Mentoring Program*).

University supervisors assess the degree to which cooperating teachers know and follow these practices. Further professional development opportunities are targeted to those teachers who need specific information and skills.

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand 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 provision of professional development training for cooperating teachers comes from the university's Field Placement Coordinator, members of CSUCI full time faculty of Education and the coordinator of Ventura County's Beginning Teacher Support and Assessment Consortium and the School Leadership Series. The Field Placement Coordinator ensures that the professional development for the supervising teachers and the university supervisors follows state guidelines.

1. Professional development providers meet the following criteria:

successful personal experience in teaching in public schools with diverse settings, including serving multicultural, multilingual and special needs populations

- recent and relevant personal experience in the supervision of teacher credential candidates
 - knowledge of research related to the developmental stages of beginning teachers
 - recent and relevant personal experience in the provision of in-service training and professional development courses
 - expertise in teaching and/or research in various curriculum content areas and theories of effective learning and pedagogy
1. Engage in the enhancement of their own knowledge and skills through recent attendance at conferences, seminars and other professional development meetings
- a. informed about changes in fieldwork requirements, supervision procedures and supervision and assessment of the progress of student teachers
 - b. knowledge of 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and the Teaching Performance Expectations

through attendance at conferences, seminars and other professional development meetings.

Providers have been supported by CSUCI in attending conferences, seminars and other professional development meetings to develop their knowledge and skills related to the supervision of student teachers and the 2042 Standards of Quality and Effectiveness for Teacher Preparation, eg., CCTC, and the Coordinator of Field Experiences and a full time faculty member attended the Field Placement Directors Forum which focused on assisting field supervisors and cooperating teachers coaching and evaluating teaching performance in accordance with the 2042 Standards.

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. We use 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 have created 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 Cooperating Teacher Handbook Exhibit.)

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 are ready for assuming daily responsibility for teaching the class by the ninth week in the beginning and advanced student teaching 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 does not feel the candidate is ready. When a candidate is deemed not ready to take over the class, then the university supervisor, field placement coordinator, and student teacher meet to discuss the concerns. Options for the student include an extension of the current placement or a repetition of the course to allow for a longer opportunity for the candidate to be successful. A statement of concern is then written that states the concern, identifies the goal, and describes an action plan to help the student to be successful. Candidates who are not able to successfully complete the beginning student assignment after two attempts are counseled out of the program.

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 enter the CSUCI Education Program until they have completed the CBEST and CSET requirements.

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 are 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 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.

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 Education Program, we have paid particular attention to the TPEs and the TPAs established by the State. We have organized a matrix as a graphic representation of which courses cover which TPEs in our sequence of coursework. (See Appendix A.) Additionally, TPEs are aligned with learner outcomes in course syllabi. Candidates receive feedback from faculty members regarding their progress toward successfully meeting all course requirements. Candidates are not be able to make acceptable progress if they have not been able to successfully complete coursework and related TPEs.

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 are 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 Student Teaching Handbook (see Appendix C) 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.

Candidates 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 are expected to apply all of the TPEs and are rated and provided feedback on rubrics that address the TPEs fully. The Student Teaching Evaluation form, used summatively for both student teaching placements, is organized according to the CCTC clusters of TPEs. (See Appendix C, Multiple Subject Student Teaching Handbook, pp. 22-25.)

Additionally, candidates are expected to address the full range of TPEs through two literacy courses. They must 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 TPEs in the teaching of reading and writing for all students. Candidates are fully prepared during the first of these literacy courses to pass RICA. (See EDMS 522, Literacy 1, syllabus in Appendix A.)

The TPE for English language learners is applied in EDUC 512 and EDMS 522 and 523 through the assignments given. Candidates are 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. Strategies for teaching and engaging all learners are embedded throughout the coursework in the Multiple Subjects Program.

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 33

Not applicable for the Multiple Subjects Program.

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 are assessed by faculty members in their courses on the TPEs as they are completing the coursework. Candidates must show satisfactory performance in order to be able to continue in the program.

In the field experience, candidates have opportunities to practice the program adopted TPAs and to show satisfactory performance. University supervisors are taught to use 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 is given opportunities to improve and be reassessed, ensuring that maximum help is available for successful completion. 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.

University supervisors are expected to guide and assist candidates in meeting the TPAs. Each candidate is made aware that failure to satisfactorily complete the TPA could lead to not being recommended for a preliminary credential. The field supervisors 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.

University supervisors are expected to use the rubrics provided to give timely, consistent, and critical feedback to the candidates regarding their performance on the TPEs. The information accurately reflects the teaching abilities observed and offer suggestions for improvement. Candidates are 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 ensure that there is frequent consultation regarding course assignments and completion of

the TPEs. The involved parties create tasks that are 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 are adapted to meet the changing needs of the field to ensure that our candidates are ready to enter the induction program.

Program Standard 19: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional Supervisor trained to assess the TPEs.

Response

Students' demonstration of satisfactory performance on the full range of the Teaching Performance Expectations (TPEs) is thoroughly documented in two ways: (1) through the Student Teaching Evaluation Form (see Appendix C) used by both the candidate's university supervisor and cooperating teacher; and (2) through the use of an evaluation rubric (see Appendix C) used by supervisors, course instructors, and/or program faculty when scoring Teacher Performance Assessment tasks (TPAs) two and four. Students who experience difficulties during student teaching practice and/or students who do not submit TPA two or four at a quality and standard to achieve a passing score (Level 4 or 3) receive individual mentoring and coaching to help them improve their performance. Mentoring and coaching is provided by the university supervisor, Coordinator of Field Placements, and/or Multiple Subject Program Coordinator.

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessment, and provided timely feedback on their performance in relation to the TPEs.

Every effort has been made to ensure that the assessments made by both CSUCI supervisors and the cooperating teachers are consistent and comparable across the duration of the teaching assignment and with the Teaching Performance Expectations. The same instrument is used formatively and summatively by both the CSUCI supervisors and the cooperating teachers to measure and record candidates' progress (see Appendix C). Candidates are made aware of the expectations for their performance during the pre-requisite course EDUC 520, during seminar sessions in EDMS 566 and EDMS 576, and during the initial meeting that takes place with both their assigned CSUCI supervisor and the cooperating teacher during the classroom observation phase. Cooperating teachers and teacher credential candidates are provided with a copy of the assessment form and electronic access to the Teaching Performance Expectations from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The observations and assessments of performance made by the cooperating

teacher and the CSUCI supervisor are immediately shared with the candidate. The feedback and discussion is the basis for goal setting for the candidate, and for targeted coaching from the cooperating teacher and the Supervisor.

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPEs as they apply to the subjects of the credential. At least one supervising teacher and one institutional Supervisor summatively assess candidate performance in relation to the TPEs using documented procedures or instruments that are clear, fair and effective.

To be systematic in the administration of the summative assessment, and to reduce complicating factors for the candidates, the same Evaluation of Teaching Performance documents are completed by the cooperating teachers and university's supervisors (see Appendix C). The format of the instrument used for the Evaluation of Teaching Performance is specifically aligned to each of the thirteen Teaching Performance Expectations. Prior to our first cohort of candidates being placed in the field, CSUCI faculty field Supervisors, the Field Experience Coordinator and cooperating teachers from the affiliated professional development school (representing several school districts) met to discuss, decide upon and create the Student Teaching Performance Evaluation instrument. The purpose was to ensure that the format was clear, unambiguous, easy to administer and was consistent with the TPEs. There is an ongoing review process to consider feedback for all audiences that use the instrument. Measures are taken to ensure, as far as possible, that the assessment is administered by cooperating teachers and university's supervisors in a consistent, reliable and valid manner. University supervisors regular meetings and attend trainings coordinated by CSUCI's Field Experience Coordinator and disseminate the information and techniques to the cooperating teachers with whom they work directly.

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate's competence and performance.

Both the university supervisor and the cooperating teacher make recommendations of the candidates for a teaching credential. If it is deemed necessary to have further recommendations, a second Supervisor and then the Field Experience Coordinator will be asked to evaluate the candidate's performance. The final evaluator will be either the Program Coordinator of CSUCI's Multiple Subject Teacher Credential Program or the Chair of the Education Programs.

Portfolios are the mechanism used to organize evidence that documents the growth and development of teacher credential candidates. This includes the candidate's scored responses for the TPA tasks two and four and student teaching evaluation documents. Students add their philosophy of teaching, a current resume and a cover letter written for the purpose of employment, each of which has been submitted as course work assignments for EDUC 520 and EDMS 576 respectively. CSUCI faculty are able to use the content of the portfolios to review and evaluate each teacher credential candidate's

progress. Portfolios also serve an additional purpose; they enable candidates to showcase for job interviews the teaching talents, skills, abilities and accomplishments they have acquired so far.

Appendix A

Alignment Matrices

Multiple Subject Program Courses, CCTC Program Standards and Teaching Performance Expectations

Comprehensive Audit of Pre-requisite Course Syllabi: Alignment with CCTC Program Standard Elements and Teaching Performance Expectations

Comprehensive Audit of Multiple Subject Program Course Syllabi: Alignment with CCTC Program Standard Elements and Teaching Performance Expectations

Appendix B

Prerequisite Course Syllabi (Fall 2006)

ENGL 475	Language and Social Context
EDUC 510	Learning Theory and Development Applied in Multicultural Contexts
EDUC 512	Equity, Diversity and Foundations of Schooling
EDUC 520	Observing and Guiding Behavior in Multilingual, Multicultural, and Inclusive Classrooms
SPED 345	Individuals with Disability in Society

Multiple Subject Course Syllabi (Fall 2006)

EDMS 522	Literacy 1: Multicultural/Multilingual
EDMS 523	Literacy 2: Multicultural/Multilingual
EDMS 526	Modern Methods in Mathematics Teaching
EDMS 527	History, Social Studies and Integrated Arts
EDMS 529	Science, Health and Physical Education
EDMS 566	Initial Student Teaching Seminar
EDMS 576	Advanced Student Teaching Seminar

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Teacher Education Credential Program
Fall 2006

Special Education and Psychology 345: Individuals with Disability in Society

Professor Information:

Professor: Dr. B.J. Korenstein
Office: P 105
Office Phone: (805) 437-2766
Office Hours: Monday/Wednesday 12:00-12:50 pm; or by
appointment
Email: bernard.korenstein@csuci.edu

Course Information:

Meeting Days/Times: Monday, 9:00 am– 11:50 am
Location: Bell Tower, Room 2684
Units: 3 units

COURSE DESCRIPTION: Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives. Historical, legal, social, and educational considerations of disability issues.

COURSE OBJECTIVES: *Upon successful completion of this course, students will be able to:*

1. Describe variations in children from developmental, educational, and psychological perspectives. (Standard 4 Integrative Study)
2. Differentiate characteristics of children in the major categories of disabilities and gifted and talented (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
3. State the federal laws pertaining to the education of exceptional populations (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
4. Describe the general education, special education and support personnel roles and responsibilities in the educational process (from identification, referral, assessment, IEP planning and meeting, instruction and evaluation) (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
5. Assess a students learning and language abilities for referral to special education and gifted and talented programs (Standard 14: Preparation to Teach Special Populations in the General Education Classroom)
6. Find information about disabilities and evaluate the quality of sources

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

CONTENT STANDARDS ADDRESSED IN SPED 345:

Content Specifications for the Subject Matter Requirement for the Multiple Subject Teaching Credential are aligned and congruent with the requirements of Education Code Section 51210 and the Student Academic Content Standards (Grades K-8) of the State Board of Education.

Education Code Section 51210. The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study:

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.

Standard 4: Integrative Study

In one or more planned components of the program, each prospective multiple subject teacher systematically examines content-specific connections among two or more of the major subject areas that are commonly taught in grades K-8 by investigating their common or inter-related concepts, areas of concern, and methods of inquiry. In the integrative study component(s), the program highlights the underlying values and the higher-order research and thinking skills of the connected disciplines.

Mission Statement

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

"Opportunity-Collaboration-Integration-Community"

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS
THE NEEDS OF ALL CHILDREN**

The Teacher Education Program Faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

COURSE REQUIREMENTS:

Reading Reactions	20 points
Web Search and Analysis	5 points
Group Research Paper	10 points
In Class Presentation	10 points
Participation	10 points
Exams: One	15 points
Two	15 points
Three	15 points

COURSE REQUIREMENTS AND ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, with standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. A printed, paper copy of all assignments must be submitted to the instructor in class on the due dates specified.

I. Reading Reactions. (20 Points, Four points each) (SM-Standard 4 Integrative study;

Standard Diverse Perspectives; PP-Standard 3 Relationships between Theories And Practice; Standard 4 Pedagogical Thought and Reflective Practice)

Reading reactions consist of 5 reflective writings on assigned readings. The reactions should be 1-2 pages double-spaced. Each reading reaction must answer the following:

1. What was the author's intent or purpose for the article/chapter?
2. What conclusions did the author(s) draw?
3. What facts/findings did the author(s) use to support the conclusion?
4. What did you learn from the article/chapter?

Four of the five writings must be the assigned readings stated on the course outline. The remaining reaction paper must be selected from the list contained in the course pack. ****Due at class meetings stated on the Class Outline. Papers submitted after the date stipulated on the course outline will have an automatic two point deduction.**

II. Web Search and Analysis (5 points) (SM Standard 8 Diverse Perspective, Standard 9 Technology; PP-Standard 9 Using Computer-based Technology in the Classroom; Standard 12 Professional Perspectives; Standard 14 Preparation to Teach special Populations in the General Education Classroom; TPE 6A, 7, 8, 11, 12)

Search the Internet and identify two reputable Internet resources pertaining to the topic chosen for your team research project. The topic may be from specific areas covered in class (i.e. learning disabilities, families of children with special needs, full inclusion) or in an area for which your team has a specific interest. Please attach a copy of the website article to your one – two page written review, including the URL address, the title of the website and/or organization, a short written summary describing the content of the website, and a personal review of the quality of the website.

****Due date is stipulated on the course outline.**

III. Team Research Paper (10 points) (SM- Standard 4 Integrative study; Standard 8 Diverse Perspectives; PP-Standard 9 Using Computer-based Technology in the Classroom; Standard 12 Professional Perspectives; Standard 14 Preparation to Teach special Populations in the General Education Classroom; TPE 6A, 7, 8, 11, 12)

In teams of three, prepare a 5-7 page research paper that focuses on an area of special education of interest to the members of the team. You must include references from a combination of web-based resources, journal articles and book references that were published within the past five years.

OR

Collect and summarize information which focuses on how children are served in special education in one school district. This includes: the IEP and due process forms, the process used to identify, evaluate and determine eligibility and the types of services/programs available.

****Due date of a one page outline of the selected topic is stipulated on the course outline. Final Paper due the week of November 27, 2006**

IV. In-Class Oral Presentation (10 points)

Each team will prepare an oral presentation on the group's research topic or the selected school district's special education services. This presentation should represent what was learned. Each group will also be required to provide copies of a 1-2 page handout for class members.

****In-Class Presentations begin the week of November 6, 2006**

VII. Class Participation (10 points)

Students are expected to attend each class session. Only 1 class meeting missed is acceptable, or it will impact your final grade. **Two points** will be subtracted from your final grade for each unexcused absence from class. Should the student have extenuating circumstances such as a medical excuse, s/he should advise the professor before the class meeting by phone or email.

Students are expected to have read the assigned weekly readings before each class meeting, be prepared for each session, and to participate actively in class activities and discussions.

VII Exams: Each exam will focus on the information presented during class discussions and information contained within the required reading.

First Exam: The week of October 2, 2006
Second Exam: The week of November 6, 2006
Third Exam: The week of December 11, 2006

REQUIRED TEXT

Heward, W.L. (Eighth Edition). *Exceptional children: An introduction to special education*. Upper Saddle River, NJ: Prentice-Hall.

REQUIRED READINGS

Reading will be posted on Blackboard or at the library website. To obtain copies of the required readings go to Blackboard and click on Electronic Coursepack. The selected reading will appear on the right, download and print the document.

Yell, M. L., Rogers, D., & Rogers, E. L. (1998). The legal history of special education: What a long, strange trip it's been! *Remedial and Special Education*, 19(4), 219-228.

Kalyanpur, M., & Harry, B. (1999). The posture of cultural reciprocity. In M. Kalyanpur & B. Harry (Eds.), *Culture in special education: Building reciprocal family-professional relationships* (pp.113-131). Baltimore: Paul H. Brookes Publishing Co.

Miller, N. B. (1994). Working with professionals. In N. B. Miller (Ed.), *Nobody's perfect: Living and growing with children who have special needs* (pp. 211-232). Baltimore: Paul H. Brookes Publishing Co.

Grandin, T. (1995). Thinking in pictures and other reports from my life with autism (Chapter 5). New York: Vintage Books.

GRADING POLICY AND PROCEDURES

Students must complete the course requirements outlined in detail below. There are a total of 100 points that students may obtain for satisfactory completion of the course requirements. +/- will be given for students that are within 1 point of

the next grade, for example 89 = B+ / 70 = C-
A = 90-100 B = 80-89 C = 70-79 D = 60-69 Fail = 59 or below

IMPORTANT POLICIES

- Late assignments will not be accepted and in-class activities cannot be made up at a later date. If you are absent from class, it is your responsibility to check on announcements and assignments made while you were absent.
- Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Office, contact Dr. Terri Goldstein at 437-8528.
- All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded "F". Students are encouraged to consult with the professor on when and how to document sources.

CLASS ASSUMPTIONS

♦ ***The process of learning is an on-going process for all involved in this class and requires constant critique, reflection and action.***

♦ Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.

♦ Content in this process is emergent. Students have to be involved not only in determining content, as well as explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in

conjunction with expert opinion, research and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.

◆ Progress is seen to be cumulative and cyclical rather than occurring in discrete, linear steps.

COURSE OUTLINE

Sped/Psych 345: Individuals with Disability in Society, Fall 2006, Monday: 9:00 – 11:50 pm

Class	Date	Topic	Readings/Assignments
1	Aug 28 Sept 4 th	Course Overview & Requirements, Introduction NO CLASS, LABOR DAY	It is expected that each reading assignment will be read prior to class on the week to which it is assigned.
2	Sept 11	Special Education History & Purpose; Spectrum of Disabilities	-Heward Chapter 1
3	Sept 18	Referral Process & Assessment Video, "This Child Is Not Alone"	-Heward Chapter 2 ,1 st Reading Reaction Paper Due Yell, Rogers & Rodgers, <u>The History of Special Education</u>
4	Sept 25	Funding of Special Educaton	
5	Oct 2	Specific Learning Disabilities Video: Fat City Workshop	-Heward Chapter 5 First Exam
6	Oct 9	Families of Children with Special Needs Video, What About Me"	-Heward Chapter 3, 2 nd Reading Reaction Paper Due -Kalyanpur & Harry, <u>Posture of Cultural Reciprocity</u>
7	Oct 16	AB 3632 (Mental Health/School District Responsibilities ADHD	-Heward Chapter 3, Web Review Due
8	Oct 23	Hearing Loss , Video: Sound & Fury	-Heward Chapter 9 Outline of Team Research Paper Due
9	Oct 30	Communication Disorders	-Heward Chapter 9, 3 rd Reading Reaction Paper Due Miller, <u>Working With Professionals</u>
10	Nov 6	Early Intervention Early Childhood Special Education	-Heward Chapter 14, Second Exam
11	Nov 13	Autism	-Chapter 7, 4 th Reading Reaction Paper Due -Grandin, <u>Thinking In Pictures, The Way of the Wo</u>
12	Nov 20	Mental Retardation	Heward Chapter 4
13	Nov 27	Emotional & Behavioral Disorders	Heward Chapter 6, Research Paper Due
14	Dec 4	Major Legal Decisions Review	5 th Reading Reaction Paper Due, Last Class Presentation
	Dec 11	Final Exam Week	3rd Exam

***Note: This syllabus and schedule are subject to change per the discretion of the instructor.**

**ENGL 475: LANGUAGE AND SOCIAL CONTEXT
Fall 2006**

**Subject Matter Preparation for the
Single and Multiple Subject Teaching Credentials
Liberal Studies Program – Option 3 (Teaching and Learning)**

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Instructor: Erik B. Johansen
Telephone: 805. 482. 1412
Email: erik.johansen@csuci.edu

Class Meeting Time: Wednesday, 4:30-7:20 pm. Bell Tower Rm. 2424
Meeting Schedule: August 30 to December 13 (Finals Week)

Office Hours: Wednesday/Thursday- 2:30 – 3:50
Office Location: Bell Tower (West Wing) Room # 1205

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER
STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

Student Outcomes:

Students completing this course will:

- Apply knowledge of both the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Understand and describe the principal observable milestones in the development of a first language and the acquisition of subsequent ones; (Domain 1 – 1.2)
- Discuss second language acquisition theory and the role of the primary language in second language learning and literacy development;(Domain 1- 1.2)
- Demonstrate that they understand the range of issues related to the interaction of first languages and other languages;(Domain 1-1.2)
- Understand and use the major descriptions of developing literacy for English speakers and English Language Learners;(Domain 1 – 1.3)
- Apply knowledge of the implications that language development and differences have for the processes of learning to read and reading to learn;(Domain 1 – 1.4)
- Know and apply a range of assessment methods and instruments to the respective and interrelated developing abilities (aural/oral), speaking, reading (decoding and comprehension), vocabulary, and spelling conventions. (Domain 1 – 1.4)

- Recognize special features that may identify a pupil’s language development as exceptional distinguishing such features from interlanguage effects. (Domain 1- 1.2; Standard 8 – 8.1; Standard 8 – 8.2).
- Use current and emerging technologies in efforts to increase their subject matter knowledge and understanding and understand the ethical and social issues related to technology. (Standard 9 – 9.2; Standard 9 – 9.4)

Mission Statement

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Liberal Studies Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

STANDARDS FOR SUCCESSFUL PARTICIPATION:
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All participants are expected to attend every session unless otherwise arranged (with very limited parameters). Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. **If you cannot be in class you must send an email to the instructor *prior* to class. If you miss more than one meeting it will impact your grade.** See Attendance and Participation Section of Assignments for a more detailed description of expectations.

All participants must bring with them to each class copies of all handouts for that class as posted on Blackboard. See the Course Outline for a list of the handouts you must bring for each class.

Attendance Policy

Due to the dynamic and interactive nature of courses in the Multiple/Single Subject Credential Programs, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

COURSE DESCRIPTION:

The focus of this course 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 will be 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.

GRADING POLICY:

(See the CSUCI General Catalogue for University Grading Policies)

Grading Scale: A=93-100%, A-=90-92%, B+=87-89%, B=83-86%, B-=82-80%, C+=77-79%, C=73-76%, C-=70-72%, D+=67-69%, D=63-66%, D-=60-62%, F=59% or lower.

Submission Schedule: All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format (see handout for examples). Rubrics will be provided for all written assignments prior to due date.

REQUIRED TEXTS:

- The Crosscultural, Language, and Academic Development Handbook by Díaz-Rico and Weed, 2006 (3rd Edition)
- Literacy Instruction in Multicultural Settings by Kathryn H. Au, 1993
- Handouts/Articles In-Class and posted on Blackboard and Electronic Coursepack
- Articles/Documents Accessed on the Internet (URLs will be provided)

COURSE REQUIREMENTS: (CCTC Standards addressed in parenthesis)

Attendance and Active, Thoughtful Participation	20 points
Response Journal (1.2, 1.3)	30 points
Internet Resource Search/Presentation (2.5, 9.2, 9.4) (10/Written Response, 10/Presentation)	20 points
Language Assessment Assignment/Reflection (1.4)	15 points
Outcome Assessment/Final Assignment (1.2, 1.3)	<u>15 points</u>
Total Possible	100 Points

ASSIGNMENTS:

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. *It is expected that all assignments will reflect university-level composition and exposition.* Use of electronic spelling and grammar checking is encouraged, but proof-reading is essential. Assignments may be submitted electronically as text messages or enclosures, with instructor's approval. Submit to e-mail address indicated to ensure timely receipt and response.

1. Attendance and Active, Thoughtful Participation (20 Points)

This will be a very interactive, participatory class. Your attendance is essential in order to participate in and experience the teaching strategies being modeled. Daily Reflections, In-Class Assignments (Jigsaws, Quick writes, group projects, etc.) and group collaboration are counted as part of your participation points. **Absences and tardiness (for whatever reason) will result in deductions in your participation grade (1st time = -2 points; 2nd = -5 points; 3rd and subsequent = -7 each).**

* CLAD 13 (e)(f)

2. Response Journal (30 points).

For each set of readings/activities, in class or as outside assignments, you will respond in a variety of genres that attempt to model multiple ways of knowing (intelligences). Possible formats may include graphic organizers, poems, sketches, K-W-L, Note-Taking/Note-Making Charts, or other visual tools, as well as narrative responses. Effective journals are practical in nature, connecting course content with classroom experiences and observations and/or your prior knowledge, expressing your ideas, opinions, questions and concerns, relating to your life in education. It is an ongoing assignment that begins with the first session and will continue throughout the class. Because it is an "interactive journal," during each class you will share your journal with a partner to respond and "bounce around" ideas. The entries are to include the date and title of the readings/discussions, both the original writing and the feedback from the partner, and signatures of both partners. Each entry need not be more than one page in length. Journals must be completed before each class meeting. Responses will be collected periodically by the instructor.

Part One Due Date: October 18th

Part Two Due Date: November 15th

* CLAD 13 (e) (f)

3. Internet Resource Search/Presentation (20 points)

You will be required to use the internet to search for suitable resources related to: literacy development; second language literacy; bilingualism; the politics of literacy, equity and access; and other topics related to this course. You will evaluate the resource you have found based on its accuracy/validity and its usefulness as a tool in preparing yourself as a teacher. You will present the resource in class (10 points), preferably by demonstrating the site to us, give us your opinion of the site, and demonstrate how it might be used to further one's teaching skills. A one-two page written evaluation will be submitted as well (10 points). During the week prior to your presentation you will e-mail to the instructor a one-paragraph summary of the contents of your chosen website, which will be included in a class Website guide.

Due Date: October 25th

* CLAD 7A (b) (C); 13 (c)(d) (e) (f)(h)

4. Language Assessment Assignment/Reflection (15 points)

Based on our in-class learning about formal and informal language assessment, you will be given sample student responses to prompts from the California English Language Development Test (CELDT), and you will use the rubrics to evaluate the responses. Your grade will be determined by your ability to apply the rubrics in your assessment. A written justification for your assessment will be submitted along with a short reflection on any insights gained from the process.

Due Date: November 15th

* CLAD 7A (C); 13 (b) (c) (d) (e) (f) (h)

5. Outcome Assessment (15 points)

This final assignment will be your opportunity to examine your own learning. It will be shared in class during our final session. You will select *the most important learning* you have acquired during the course. (Note: This is not intended as a summary of everything you have learned. Rather, it is an in-depth look at a concept or a *few*...operant term here is *few*... related concepts presented in this course. This is your opportunity to show what you have learned and extend that learning by bringing in new resources). You will write in detail:

1. What you have learned, and an extension of that learning by doing further research on the topic (include at least two outside resources). You may use APA or MLA citing formats.
2. What new insights you have about teaching as a result of your learning,
3. How you knew you were learning something of significance (assessing your own learning), and
4. How this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction.

Due Date: Draft for in-class editing and revision November 29th

Final Draft- December 6th

* CLAD 7A (C); 13 (c) (e) (f) (h)

Note: All work that students submit as their own work must, in fact, *be* their own work. For example, if a paper presents ideas of others, it must clearly indicate the source. Word-for-word language taken from other sources – books, papers, web sites, people, *etc.* – must be placed in

quotation marks and the source identified. Likewise, work on tests and exams must be the student's own work, not copied or taken from other students' work, and students must comply with instructions regarding use of books, notes, and other materials.

In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), cheat on tests and examinations, help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course.

Papers with plagiarized ideas or language will be graded "F" and must be rewritten with proper use of quotations and referencing. The grade of "F" will remain the recorded grade on that assignment.

Plagiarism or cheating on tests and exams will result in an "F" on the test or exam, very likely resulting in a lower or possibly a failing final grade in the course. To complete course requirements, students must retake the test or exam during the instructor's scheduled office hours.

In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course.

Students are encouraged to consult with the instructor on when and how to document sources if they have questions about what might constitute an act of plagiarism or cheating.

Course Outline

The instructor reserves the right to add, delete, or change any of the assignments listed, and probably will...

Language in Social Context – Fall 2006			
Class	Date	Topic	Readings/Assignments
#1	8/30	<ul style="list-style-type: none"> • Teambuilding: People Search Totem Poles • Hearing the Voices (Tea Party) • The State of the State * CLAD 7A (a) 	<p>Excerpts from Olsen, Laurie-Crossing the Classroom Borders (in class activity and journal response #1)</p> <p>For 9/6: Read: West Ed summary of interim report on 227 (In Electronic Coursepack- Current Policies) Díaz-Rico, Weed Ch. 1 p. 2-30 Journal response #2 (What's your take?)</p>
#2	9/6	<ul style="list-style-type: none"> • Theoretical Frameworks of L1 and L2 Acquisition, Five Hypotheses * CLAD 7A (a) (b) (c) (e and f) 	<p>Cummins, Jim and Krashen, Stephen (in class review)</p> <p>For 9/13: Journal Response #3 (Define terms) Read: Díaz-Rico, Weed Ch.3 (p. 51-71)</p>
#3	9/13	<ul style="list-style-type: none"> • Review of Cummins/Krashen • English Language oral/literacy development * CLAD 7A (a) (b) (c) (e and f) 	<p>For 9/20: Read: Díaz-Rico, Weed Ch. 4 (74-101) Journal Response #4 (Revise definitions)</p>

#4	9/20	<ul style="list-style-type: none"> • Dimensions of Language- Cognitive and Contextual Demands • From oral language development to literacy, models of instruction * CLAD 7A (a) (b) (c) (e and f); 13 (a) 	<p>For 9/27: Read: Díaz-Rico, Weed Ch. 8 (206-229) Au, Kathryn Ch. 2 & 3 (20-54) Journal Response #5 Bring to next class: A copy of the Crawford article posted in Electronic Coursepack- Bilingualism: The Forgotten Legacy</p>
#5	9/27	<ul style="list-style-type: none"> • Bilingual Education- A Historical Context * CLAD 7A (a) (b) (c) (e and f) 	<p>Crawford Article (In-class Jigsaw)</p> <p>For 10/4: Read: Díaz-Rico, Weed Ch. 6 (p. 141-158) Journal Response #6 (Finish the “L” in KWL) Read and Prepare <u>your</u> research article for next week Bring to next class:</p> <ul style="list-style-type: none"> • A copy of the other research study guides.
#6	10/4	<ul style="list-style-type: none"> • Current Research on Language Minority issues- Jigsaw * CLAD 7A (a) (b) (c) 	<p>Ramirez (in class review) Collier/Thomas (in class review) Gándara (in class review) Hakuta (in class review)</p> <p>For 10/11: Journal Response #7 Read: Díaz-Rico, Weed Ch 12 (286-307) Au, Kathryn Ch. 1 (1-19) Ch. 8 (123-138) Bring to next class:</p> <ul style="list-style-type: none"> • Copy of Christensen article in Elec. Course Pack • Copy of American Tongues discussion guide on Blackboard
#7	10/11	<ul style="list-style-type: none"> • Sociocultural Factors affecting L1 development Video: American Tongues • Teaching Standard English * CLAD 7A (a) (b) (c) 	<p>Christiansen, L. (in class article)</p> <p>Journal Response #8 (in class) Claim your internet site now! For 10/18: Bring to next class:</p> <ul style="list-style-type: none"> • Intelligences Handout • SDAIE #1 Handout <p>(Both on Blackboard)</p>

			<ul style="list-style-type: none"> Your Journal to turn in
#8	10/18	<ul style="list-style-type: none"> Developing literacy for English speakers and English Language Learners (Gardener) SDAIE, a first look... * CLAD 7A (a) (b) (c) 	<p>Journals Collected for Review Handouts Journal Response #9 & #10 (in class) Journal response #11 (Note to author) Read: Díaz-Rico, Weed Ch.5 (102- 137)</p> <p>E-mail to Erik your internet site summary this week.</p> <p>For 10/25: Internet Project</p> <p>Bring to next class:</p> <ul style="list-style-type: none"> Copy of Internet Directory (On Blackboard the day before class)
#9	10/25	<ul style="list-style-type: none"> Presentations (Internet Resources) * CLAD 7A (a) (b) (c) 	<p>Handout of Internet Directory</p> <p>Internet Presentation/Write-Ups due (Attach Rubric to the write-up)</p> <p>For 11/1: Read: Díaz-Rico, Weed Ch 7 (174-203)</p>
#10	11/1	<ul style="list-style-type: none"> Calif. ELD vs. ELA Standards * CLAD 7A (a) (b) (c) 	<p>State ELD Standards Profiles (Handout) English Language Development Standards (Internet Access)</p> <p>For 11/8: Journal Response #11</p> <p>Bring to next class (11/8):</p> <ul style="list-style-type: none"> Copy of CELDT Scoring Guide (In Blackboard)
#11	11/8	<ul style="list-style-type: none"> Language Assessment-CELDT. * CLAD 7A (a) (c) 	<p>CELDT Rubrics and student samples</p> <p>For 11/15: Language Assessment Write-up (Attach rubric to the write-up)</p> <p>Bring to next class:</p> <ul style="list-style-type: none"> SDAIE #2 Handout (On Blackboard)
#12	11/15	<ul style="list-style-type: none"> Review of CELDT Assessment results Engage, Instruct/Interact, Extend Instructional model-an introduction 	<p>Handout-SDAIE #2 Journal Response #12 (in class)</p> <p><u>Language Assessment Assignment Due</u> (Attach rubric to the write-up)</p>

		<p>Note: <u>No class on Nov. 22nd</u>.</p> <p>Happy Thanksgiving!</p>	<p>Journals (#2) Collected</p> <p>For 11/29:</p> <p>Read: Díaz-Rico, Weed Ch 4 (74-101)</p> <p>Outcome Assessment Drafts Due</p> <p>Bring to next class:</p> <ul style="list-style-type: none"> • Handout- SDAIE #3(On Blackboard)
#13	11/29	<ul style="list-style-type: none"> • Models to encourage writing- an introduction • Outcome Assessments (In class Editing and Revision) * CLAD 7A (a) 	<p>Handout-SDAIE #3</p> <p>Outcome Assessments Drafts Due</p> <p>For 12/6:</p> <p>Outcome Assessment Final Copy</p>
#14	12/6	<ul style="list-style-type: none"> • Sharing of Outcome Assessments • 7 (or so)- Corners Review of our Learning (in class activity) * CLAD 7A (a) 	<p>Course Evaluations Due</p> <p><i>Outcome Assessment Final Copy Due</i></p>
#15	12/13	<ul style="list-style-type: none"> • Finals Week 	<p>All work must be turned in by this date.</p>

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM**

EDUC 510: Learning Theory and Development Applied in Multicultural Contexts
Fall, 2006

Instructor: Dawn Witt
Office: Bell Tower West, 2115
Telephone: 805-437-2743
Email: dawn.witt@csuci.edu
Office Hours: Monday/Wednesday 11:30-1:30
Class Meeting Time: Wednesday 9am-11:50
Location: BT 2617

COURSE DESCRIPTION:

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.

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

STANDARDS ALIGNMENT

The course objectives, assignments, assessments and our final comprehensive assessment have been aligned with the CTC. The following standards are a primary emphasis in this course.

Standard 3: Relationships Between Theory and Practice

Standard 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.

Standard 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.

Standard 11: Preparation to Use Educational Ideas and Research

Standard 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.

Standard 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.

Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession

Standard 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.

Standard 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.

Standard 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.

Standard 12(e)

Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.

Standard 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.

The following CCTC program standards are infused across the Curriculum:

Standard 4: Pedagogical Thought and Reflective Practice

Standard 5: Equity, Diversity and Access to the Core Curriculum

Standard 9: Using Computer-Based Technology in the Classroom

Standard 13: Preparation to Teach English Learners

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

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed help students seeking the Multiple Subjects Credential to develop the skills, knowledge and attitudes necessary to assist schools and districts in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPEs are addressed in this course:

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6: Developmentally Appropriate Teaching Practices

TPE 6a: Developmentally Appropriate Practices – K-3

TPE 6b: Developmentally Appropriate Practices in Grades 4-8

TPE 7: Teaching English Learners

TPE 8: Learning About Students

TPE 10: Instructional Time

TPE 11: Social Environment

TPE 12: Professional, Legal, and Ethical Obligations

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are included in this syllabus, with the competencies covered in this course highlighted.

MISSION STATEMENT

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

"Opportunity-Collaboration-Integration-Community"

STUDENT OUTCOMES

Students will be able to:

- Interpret major learning theories through various applications in course assignments and explain the major theories of learning and identify specific practices which are consistent with those theories (Standards 3, 3b, 11a, 11b, 12, 12a).

- Describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development (Standards 5, 12a, 12b, 12c, 13, 14).
- Conceptualize, organize and implement strategies which result in multicultural/multilingual, democratic classroom environments that promote prejudice reduction and conflict resolution (Standards 5, 12b, 13, 14).
- 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 (Standards 5, 11b, 13).
- Develop strategies for becoming informed about learners including family, community, and learning styles (Standards 3b, 11a, 12b, 12e).
- Note developmental differences among and between students of varying ages and grades including differences in personality, cognition, identity, social relations, and morals/ethics (Standards 3a, 3b, 11b, 12b).
- Describe several types of learning style differences and their connection to teaching style differences (Standards 4, 11b, 12a, 12b).
- Discuss social learning theory and its implications for teaching (Standards 3b).
- Promote teaching problem-solving, decision-making, and learning skills as a means of teaching (Standards 5, 12b, 13, 14)
- Articulate a personal philosophy of learning that includes an analysis of the differential power relationships that come to play in a class (Standards 3a, 3b, 4, 12a).
- Develop long and short term planning which accommodates diverse language and learning differences that are linked to curriculum standards/frameworks and sequences of instruction (Standards 5, 11b, 13).

EDUC 510 LEARNING THEORY AND DEVELOPMENT COURSE REQUIREMENTS

PREREQUISITE

This is a required prerequisite course for the Multiple Subject and Special Education Credential Programs.

STANDARDS FOR SUCCESSFUL PARTICIPATION

All participants are expected to be prepared for each session and to participate actively. All participants are expected to attend **EVERY** session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. All assessment/assignments must be handed in on the **due date**. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class, you must send an email or call the instructor prior to class. If you miss more than one meeting, it **WILL** impact your grade.

ATTENDANCE POLICY

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program and the Special Education Credential Program, all students are expected to attend **ALL** classes. At a minimum, students must attend **more than 90% of class time**, or it **WILL** impact your grade. Individual instructors may adopt more stringent attendance requirements. Tardies are not acceptable and points will be taken off attendance, participation and professionalism grade. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

GRADING POLICY (See the CSUCI General Catalogue for University Grading Policies)

SUBMISSION SCHEDULE

All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one point. Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

GRADING EMPHASIS

Each written assignment will be graded approximately 70% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 30% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format. Use of the Writing Center is encouraged.

REQUIRED TEXTS:

Gredler, Margaret, Learning and Instruction, Theory into Practice 5th Ed., (2005), Pearson Prentice Hall.

SUMMARY OF CLASS ASSIGNMENTS

<u>PROJECT</u>	<u>POINTS</u>
1. Lesson Plans (2 @ 10 points each)	20
2. Threaded Discussions	5
3. Group presentation on Theorist (each person)	10
4. Paper on Theorist	15
5. Dyad presentation of a theory in lesson plan format.	10
6. Attendance, Participation, Professionalism and Readings	40
<u>Total</u>	<u>100</u>

DESCRIPTION OF ASSIGNMENTS

- 1. Two Lesson Plans (10 points each – total 20 points)**
Lesson plans will use the CSUCI format. Each plan will be based on a content standard, one on Language-Arts and the other on Mathematics. These will be submitted in typed format.
- 2. Threaded Discussions (5 points)**
During the semester you will be asked to participate in one or more threaded discussions which will take place on the Blackboard website. There will be a question posed which you will be asked to respond to. After responding to the primary question posed by the teacher you will need

- to read at least two other students primary responses and then respond to them.
3. **Group presentation on Theorist – (10 points)**
Theorist groups will present combined knowledge to rest of class. Use the internet, text book or any other source. You can use visual presentations or experiments. This will be due BEFORE the theorist paper will be turned in.
 4. **Paper on Theorist (15 points)**
Select a theorist from the list provided and write a 4-5 page paper explaining their learning theory. The paper will be written in APA format. Use appropriate resources and include a bibliography as to where the information was located.
 5. **Dyad of application of a theory in lesson plan format. (10 points)**
From a list of primary learning theories selected by the instructor, partners will select one theory and present it to the class. The presentation will be in CSUCI lesson plan format and will use a content standard as the focus of the lesson.
 6. **Attendance, Participation, Professionalism and Reading (40 points) (-2 points for excused absence; -1 point if tardy; -1 for late paper; -2 for no paper)**
These are vital to your role as a learner, much of which is contingent upon in-class participation and cannot be replicated in other ways. Please come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities. Included in this section are summaries for the various readings you will be assigned.

EDUC 510

#	Topic		Readings and assignments
1	<ul style="list-style-type: none"> • Syllabus • Requirements • California Learning to Teach System • Teacher Performance Expectations • What is Effective Teaching? 	<ul style="list-style-type: none"> • How People Learn 	
2	<ul style="list-style-type: none"> • Research contributes to the process of learning • Continue effective teaching • Begin lesson planning • Objectives • What are the requirements? 	Content Standards Lesson Planning	<u>Learning and Instruction</u> Chapter 1 The Role of Theory <u>Learning and Instruction</u> Chapter Two Presentations: Skinner and Bloom
3	<ul style="list-style-type: none"> • Universal Access • Meeting the needs of all students • Continue long and short term planning 	Content Standards Lesson Planning	Early Behaviorist Theories Presentations: Madeline Hunter Read Chapter 3
4	<ul style="list-style-type: none"> • Diversity Multicultural/multilingual • Bilingual education • Assessment of Learning • Entry Level/Monitor/Summative • Frameworks 	Differentiated Instruction, Planning First Lesson Plan due	Presentation: Constructivism Read Chapter 4
5	<ul style="list-style-type: none"> • Student Variability • IDEA 	Ability groups TPE, Planning	<i>Learning and Instruction</i> Chapter 5

	<ul style="list-style-type: none"> • Special Education • Gifted 		
6	<ul style="list-style-type: none"> • Taxonomies • Multiple Intelligences • Creating lesson plans 		Presentations: Howard Gardner <u>Learning and Instruction</u> Chapter 6
7		Second lesson plan due	<u>Learning and Instruction</u> Presentation: John Dewey
8	<ul style="list-style-type: none"> • Understanding and using standardized tests • Motivation • Approaches to instruction 		<i>Learning and Instruction</i> Chapter 7 Presentation: Robert Gagne'
9	<ul style="list-style-type: none"> • Theories of Learning 		<u>Learning and Instruction</u> Chapter 8 Information processing
10	Theories of Learning <ul style="list-style-type: none"> • Behavioral and social learning theories 	Theory Paper due	<u>Learning and Instruction</u> Chapter 9 metacognition
11	Continued <ul style="list-style-type: none"> • Information-processing theory 		<u>Learning and Instruction</u> Chapter 10 Presentation: Jean Piaget
12	Constructivist learning theory <ul style="list-style-type: none"> • Problem solving • Transfer of learning 		2nd Threaded Discussion begins <u>Draft</u> of Statement of Beliefs submitted and reviewed <u>Learning and Instruction</u> Chapter 11 Presentation: Lev Vygotsky
13	<ul style="list-style-type: none"> • Age-level physical, social, emotional and cognitive characteristics • Beginning to incorporate theories and application 	<ul style="list-style-type: none"> • Application • Practice using theory for lesson • Philosophy of Learning Returned for Final Form 	2nd Threaded Discussion over at 12:00am 11/9 <u>Learning and Instruction</u> Chapter 12 Albert Bandura
14	<ul style="list-style-type: none"> • Review of units and lesson plans incorporating theories of learning, age-level, etc. characteristics and universal access 		<u>Learning and Instruction</u> Chapter 13 motivation
15	Presentations		Presentations/Lesson plan format
16	Finals week No class		

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Teacher Education Program
Fall 2006

EDUC 512: Equity, Diversity and Foundations of Schooling

Professor & Office: Dr. Lillian Vega Castaneda
Professor, Language, Culture & Literacy
Bell Tower West, Second Floor, #2205
Office Hours: Wednesday's, 3:00 – 4:30 & as arranged
Telephone: (805) 437-8872
Email: Lillian.Castaneda@csuci.edu
Blackboard Access: <http://csuci.blackboard.com>
Class Meeting Time: Wednesday's, 4:30 – 7:20 p.m., BT Room 2572

Meeting Schedule:

8/30, 9/6, 9/13, 9/20, 9/27, 10/4, 10/11, 10/18, 10/25, 11/1, 11/8, 11/15, 11/22, 11/29, 12/6, 12/13.

COURSE DESCRIPTION:

Principles of effectively 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 and implications for daily classroom practice.

REQUIRED TEXTS:

1. Gollnick & Chinn, Multicultural Education in a Pluralistic Society (Seventh Edition)
2. Spring, J. (Latest Edition). Deculturalization and the struggle for equality. New York, NY: McGraw Publishing Company.
3. Mandela, Nelson. Long Walk to Freedom.

APA Format Guide: www.apastyle.org/elecref.html
<http://www.crk.umn.edu/library/links/apa5th.htm>
<http://www.psywww.com/resource/apacrib.htm>

***Handouts/Readings distributed in class**

CHOOSE ONE:

1. Jones, L., & Newman, L. (1997). Our America. New York: Schribner.

2. Urrea, L.A. (1993). *Across the Wire*. New York: Anchor Books.
3. Howard, Gary. *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools*. (Latest Edition)

University Mission Statement

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

(University Catalogue)

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

This course addresses the following standards as per the California Commission on Teacher Credentialing:

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

Program Standard 5a – 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 provides access to the core curriculum and leads to high achievement for all students;

Program Standard 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;

Program Standard 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.

Program Standard 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;

Program Standard 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.

Program Standard 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.

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

Program Standard 9 (c) – Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, lists servers, online chat, and audio / video conferences);

Program Standard 9 (f) – Each candidate demonstrates competence in the use of electronic research tools (e.g., access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered.

Program Standard 11: Preparation to Use Educational Ideas and Research

Program Standard 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.

Program Standard 13: Preparation to Teach English Learners

Program Standard 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;

Program Standard 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;

Program Standard 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;

Students completing EDUC 512 will:

- Investigate various notions of culture, its use in curricula, and its relevance to multicultural curricula and instruction;
- Learn relevant state and federal laws pertaining to the education of English Learners, and the impact in educational contexts;
- Understand the historical context and cultural background of the major cultural and ethnic groups in California and the US;

- Detail the relationships between bilingual schooling and multicultural instruction.
- Identify various instructional theories around differing ways to establish a multicultural classroom.
- Describe the connection between culture and communication and its implications for schooling.
- Respond to the broader communities from which K-8 students live and where K-8 teachers teach;
- Learn (at an introductory level) the necessary pedagogical tools to increase access to the core curriculum for EL's;
- Learn to recognize and minimize bias in the classroom, and create a democratic and equitable classroom environment and experience;
- Identify via introspection and ongoing reflection, stated and implied beliefs, attitudes and expectations related to gender and to create gender-fair learning environments;
- Discuss and identify via reflection, stated and implied beliefs with respect to expectations about students and families from diverse backgrounds in the context of schooling and to recognize students specific learning needs in a given context;
- Utilize technology via the use of electronic research tools and presentation;
- Learn major concepts and principles regarding schooling in American society in a social, historical and contemporary contexts;
- Address the above stated issues via application in a service-learning context/experience.

TPE'S ADDRESSED IN EDUC 512:

TPE 4: Making Content Accessible

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 10: Instructional Planning

TPE 15: Professional, Legal, and Ethical Obligations

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and

Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

STANDARDS FOR SUCCESSFUL PARTICIPATION:

All participants are expected to attend every session. Participants are expected to be prepared for each session and to participate actively. All assignments must be handed in on the due date. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class you must send an email to the instructor prior to class; although there are no “excused” absences. Each student will prepare for discussions as indicated on the syllabus and demonstrate that you have read the assigned material. Bring your books to class each week.

PREPARATION FOR CLASS MEETINGS AND ATTENDANCE

Consistent with the professional conduct and experiences expected of students enrolled in courses in the Education Program, you should arrive to class on time and ready to engage in critical and in-depth small group and whole class discussion of the course readings. The participation of each student is expected and student led discussions and presentations are required. Evaluation will be based on the degree to which you participate in small group and whole class discussions and activities, respond to written assignments, and prepare for /and or participate in presentations in class. The following is the policy for attendance and participation:

Attendance Policy

Due to the dynamic and interactive nature of courses in the CSUCI Credential Program, all students are expected to attend all classes. Any student who misses more than one class session will be unable to receive an A for this course. Any student who misses more than 2 class sessions will not be able to receive an A or B for this course. Any student who misses more than 3 classes may not be able to receive a passing grade for this course. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he MUST contact the instructor as soon as possible via email. Attendance will be taken at all class sessions.

Electronic Journal

You will regularly engage in a Blackboard discussions and other types of activities. Please check your BB regularly to check for announcements. If you do not regularly check your dolphin email account, please go into BB and forward all of your email to the account that you regularly check. Your comments need to connect to and react to class readings, discussions and other related / relevant issues. Your posting needs to be well thought out and critical in presentation.

Organization of Group Activities and Discussion of Readings

Much of the learning in this course will occur in small group and whole class discussions. As you enter the teaching profession you will see that more and more, teachers are expected to work collectively with other educational stakeholders (parents, administrators, clerical staff, students, etc.). This means teachers will, at times, be responsible not only for the teaching and learning in their classrooms but to the collective efforts of other educators working for positive educational outcomes. The

group activities and whole class discussions in the class can serve as a model of this type of cooperative and collaborative learning. Although the activities and responsibilities for groups will vary throughout the course, the following is a list of what can be expected as part of group assignments:

- a. Everyone will be expected to be familiar with all of the assigned articles and text material for the week. For each class meeting, students are responsible to make notes of key issues and any questions they have about the readings to bring to the group discussion. *There is an adequate amount of reading assigned for this course, and, given that this is an accelerated summer course, we will utilize a variety of strategies such as sharing reading summaries, group presentations on readings to the whole class, etc. will be used regularly.*
- b. During most class meetings, each group will be responsible for drafting questions on the readings for the whole class to discuss. Groups will turn in their question to the instructor. It is hoped that as the course progresses, the questions will become more sophisticated and provoke more critical discussion by the whole class. As our class probes more deeply into the questions surrounding the inequities of schooling, we will find ourselves discussing difficult issues. We must remember to respect the opinions and feelings of all members of the class.

GRADING POLICY:

(See the CSUCI General Catalogue for University Grading Policies)

Grading Scale: A=95-100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Because of the concentrated nature of this session, all assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format (See: www.apastyle.org/elecref.html).

STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this class, are requested to inform the professor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practicum may be made as requested and required to provide for equitable participation in the course. For information about the University's Disability Accommodation Services office, please call 437-8528.

COURSE REQUIREMENTS AND STANDARDS ADDRESSED:

Personal History	20 pts. (Standards 5b, 5e, 11, 13)
Long Walk to Freedom Essay	20 pts. (Standards 5, 5b)
Panel Presentation	20 pts. (Standards 5, 9, 9f & 11)
Fieldtrip to Museum of Tolerance	10 pts. (Standards 5, 5a,5f, 11, 13a)
	OR
Bilingual Teacher Interview	10 pts. (Standards 5, 9, 9f & 11)
Book Review & Group Discussion (select a title)	15 pts. (Standards 5b, 5c, 11)
Student Outcome Assessment	15 points (Standards 9c, 11, 13)

ASSIGNMENTS

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is *strongly* encouraged. Assignments will be submitted electronically on Blackboard. Additionally, you will bring a hard copy to class on the due date. **Remember to follow APA guidelines.**

1. *Personal History and Reflection*

“In order to learn to teach in a society that is increasingly culturally and linguistically diverse, prospective teachers...need opportunities to examine much of what is usually unexamined in the tightly braided relationships of language, culture, and power in schools and schooling. This kind of examination inevitably begins with our own histories as human beings and as educators—our own cultural, racial, and linguistic backgrounds and our own experiences as raced, classed, and gendered children, parents, and teachers in the world. It also includes a close look at the tacit assumptions we make about the motivations and behaviors of other children, other parents, and other teachers and about the pedagogies we deem most appropriate for learners who are like us and who are not like us.” (Marilyn Cochran-Smith, 1993). Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education.

Each student will write a **personal history**. This narrative will provide a “snapshot” of yourself right now and how you have come to this place in your life. This 6-8 page paper will address important personal experiences, educational experiences, and/or social experiences. It will detail important role models in your life, and important messages that you’ve gleaned from those both inside and outside of school contexts. It will detail something of your personal “philosophy” of life, and of your emerging thoughts/concerns about education. This paper will include an exploration of your own experiences as a student in school. Discuss how culture has influenced who you are, how you make meaning of past and present learning experiences and how your multicultural identities were or were not valued in school. This paper is about your own life, describing the experiences that have shaped your views of schooling, race, culture, and diversity.

Additionally, consider the historical roots of your family, both nuclear and extended: economic, social, geographic, ethnic, racial, etc. Share your family's experiences with diversity. Include community groups important to you based on gender, socio-economic status, religion, sexual orientation, occupation, etc. Focus on your cultural group; be sure to include its values/attitudes, its experience with racism, pressures to assimilation, pattern of immigration, etc. Conclude with a description of yourself right now in your life. The intent is to have you understand yourself as a social and cultural person. At the end, be sure to discuss what all this means for you in terms of your perception of diversity and of dealing with children from diverse backgrounds in schools. These will be shared in class as well as to be turned in **(20 points possible)**. **(TPE 15) Due: 9/20/06. Please submit on the Blackboard drop-box and bring a hard copy to class.**

2. Reflective & Critical Essay on Nelson Mandela's, "Long Walk to Freedom.

Read *A Long Walk to Freedom* by Nelson Mandela. Write a 5-6 page reflective and critical paper, using APA format, with a minimum of four references *Further details will follow.*

(TPE's 4, 8, 10, 15). This paper is due by midnight, 12/13/06. Please submit it on BB – Drop Box.

3. Panel Presentation. You will be part of panel presentation: dialogue on issues of **diversity**. Expert panel presentations will be evaluated on the criteria listed on the final page of this course outline. Presentations will be evaluated for clarity, comprehensiveness, incorporation of technology, integration with other learning's from the class (discussions, readings, lectures, simulations, etc.), analysis and insight. Within the panel presentation, you will include (1) a description of significance of the issue; (2) the historical context; (3) your position on the issue and your rationale for taking that position; (4) a defense of your position with appropriate references and (5) a conclusion that integrates the significance of the issue and the position you have taken.

Your presentation **MUST** go beyond the descriptive (who, what, when, where) and *must contain depth of analysis and breadth of synthesis (why and how what you describe is significant/important/relevant)*.

Your presentation will total 20 minutes in length (15 minutes presentation/5 minutes questions and discussion). Your presentation will include the use of technological, visual, aural, tactile, teaching aides (as available). You will provide each student and the professor with copies of relevant graphics/visual organizers. In addition to the assessment rubric, presentations will incorporate a peer-review process **(20 points possible)**. (TPE's 4, 8, 10, 15). **Due: November 29, 2006 (To be presented in class on 11/29/06 & 12/6/06).**

3. Class field trip to Museum of Tolerance and Electronic Journal

Entry/Reflection – Date to be planned; You **MUST** attend the fieldtrip with the class. Please do not ask for an exception. If you cannot attend the fieldtrip you will complete the assignment described below. (15 points possible).

Or

Meet and interview a bilingual teacher.

The teacher you interview needs to be certified to teach English Learners (ELs). This means that they must hold a bilingual certificate, e.g., BCLAD credential, Bilingual Certificate of Competence or the equivalent. (Check with the instructor if you are not sure). The teacher must have students in his/her classroom who do not speak English as their first language. The teacher you pick can teach either the elementary or secondary education. You will report on your interview and write a critical reflection of the interview. Include all responses to the interview which will be written up as a report, along with the critical reflection.

You will pose the following questions:

1. How long have you been teaching? What is your educational background?
2. Were you affected by the passage of Proposition 227 in 1998? Please explain.
3. Do you think that the passage and implementation of Proposition 227 has made an impact on the education of ELs? Please explain.
4. How would you describe your classroom? (English Only, Structured English Immersion, Bilingual, Immersion, SDAIE, ESL, Bilingual, etc.). Please explain.
5. How would you describe your approach to teaching?
6. How would you describe your approach to teaching ELs—is it the same or different from the answer in number 5 above?
7. How do you interact with students who do not speak either English or the other language you speak? How do they interact with your bilingual students of the dominant language group (non-English)? (For example: A Hindi student in a classroom full of Spanish-speaking ELs and a Spanish/English bilingual teacher)
8. How would you describe the impact of standardized testing on your students as a whole? On your English Learners?
9. How would you describe the impact of standards based teaching (teaching based on the content standards) and mandated (adopted) curriculum on your students as a whole? Your English Learners? Please give specific example/s.
10. Do you think that standardized teaching and learning is a sound approach to addressing the needs of all students? Why? Why not?
11. How has your teaching/practiced changed as a result of ELD/ELA and content standards being mandated?
12. Do you have access to testing data regarding English proficiency levels of your ELs?
13. Do you have the necessary materials and curriculum to support your work with English Learners? Please describe.
14. What type of support does your district offer for the education of English Learners?
15. What are the biggest challenges you face as a teacher of ELs?

Critical Reflection

For the final installment of the interview, you will submit your findings (the interview questions and answers) and write a critical reflection, that is, your reactions to the information that you have gathered. You will connect your reflections to the class readings, discussions and any other insights you may have. Be sure to address these questions: (1) What are my major learning's from this exercise? (2) How did this assignment impact my present beliefs and learning

related to the education of English Learners? (3) Discuss the challenges that may lie before you. It is the intention of this assignment to explore within yourself, your thinking as a learner, a future teacher and as a member of your cultural group. Include specific examples where appropriate. You are expected to write this portion of the paper as a first person narrative. (Include the interview responses. The critical reflection section page limit is 4-5 pages).

(15 points possible). (TPE's 4, 7, 10, 15). (Please submit on the Blackboard drop-box and bring a hard-copy to class). Due 12/13/06.

4. . Share perspectives of a book reviewed & Group Discussion (Fishbowl)

Read one of the following books: Our America, or Across the wire or We Can't Teach What We Don't Know. You will submit an analytical book report which will be submitted on BB, on 10/25/06. We will also have an in-class discussion on the three books on June 10/25/06. The report must contain:

- a. A summary of the book – 1 point
- b. A rationale for why you chose to read this book – 1 point
- c. An in depth analysis of the contents of this book & Whose point of view was taken (the question of multiple perspectives)? – 2 points
- d. Your favorite parts and why – 1 point
- e. Your least favorite parts and why – 1 point
- f. What you may have learned from this book – 3 points
- g. What real life experiences in this book that you may have connected with or not – 1 point
- h. Raise some critical and analytical questions that the whole class can discuss – 2 points
- i. A conclusion (Who cares: the question of why it matters)? – 3 points

(TPE's 4, 10, 15) (15 Points). Due on 10/25/06.

5. Outcome Assessment

This is your opportunity to examine your own learning that has occurred during this class. (You will draw upon various class discussions, readings, assignments, etc. Give specific examples). You will select the most important learning or closely related sets of learning's you have acquired during the course. You will write in detail on the following questions: (1) what you learned, (2) how you knew you were learning something of significance (assessing your own learning), (3) how this will shape your attitudes and demonstrated behaviors as a teacher or in future intercultural interaction, and (4) how you will be able to demonstrate overall "cultural competence." (Be sure to address each of these questions).

The paper will be graded on your ability to synthesize data around the topic you select, your depth of reflective analysis, your ability to articulate the cognitive, behavioral and affective domains of your learning, and the relationship of this topic to your future growth and professional practice. Be sure to address EACH of the items listed in this assignment. **(15 points possible). (TPE's 7, 4, 8, 10, 15): (Please submit on the Blackboard drop-box and bring a hard copy to class). OUTCOME ASSESSMENT DUE: 12/06/06.**

COURSE OUTLINE
EDUC 512: EQUITY, DIVERSITY AND FOUNDATIONS OF SCHOOLING
Fall 2006 – (Subject to revision)
Professor Lillian Vega Castaneda

<u>DATE</u>	<u>TOPICS AND ASSIGNMENTS</u>
8/30	Introductions/Cultural Pursuit Activity Beloit College Mindset List – Class of 2010 Course Overview Demographics, Social, Cultural, Linguistic & Other
9/6	Community Building: Is there an American culture? Definitions of culture; Manifestations of culture. If the World were a Village - Activity Read: Multicultural Education in a Pluralistic Society, ch. 1 & Nelson Mandela, Part 1 – Country Childhood. <i>Discuss Personal History Assignment</i>
9/13	Cultural Contact Demographics, Social, Cultural, Linguistic & Other Community building activity – 4 Corners Exercise <i>Forming Expert Groups & Panels</i> Read: <u>Deculturalization</u> , ch. 1 & Mandela, Part 2 – Johannesburg.
9/20	<u>Personal History Due (to be presented in small groups).</u> Class, Ethnicity & Race Read: <u>Multicultural Education in a Pluralistic Society</u> , Chapter's 3 and 4
9/27	<u>Racism, Discrimination, and Expectations of Students' Achievement & The Structure and Organization of Schooling in the U.S.</u> Read: <u>Deculturalization, ch. 2 & Mandela, Part 3 – Birth of a Freedom Fighter. Handout by Professor Vega Castaneda.</u> Research in Post Proposition 227 California Video: Victor Villasenor & Lily Wong Filmore <u>The Conservative Perspective</u>
10/04	Language Policy & Politics (Proposition 227; 187; and others) Read: Multicultural Education in a Pluralistic Society, Ch 7 & Deculturalization, ch. 3.

Video: Fear and Learning at Hoover Street Elementary School
The Progressive Perspective

- 10/11 Gender differences, cultural influences, sexual orientation, gender identity.
Read: Multicultural Education in a Pluralistic Society, ch. 4 & Nelson Mandela, Part 4 – The Struggle is my Life.
The Liberal Perspective.
Video: *It's Elementary: Thinking about Gay Issues & Assault on Gay America*
- 10/18 Bilingual/multicultural education in the U.S.
Linguistic Diversity in Multicultural Classrooms
Read: Handout by Professor Vega Castaneda & Deculturalization, chapter 4..
Video: The Lemon Grove Incident
- 10/25 **Book reviews due in class today!**
The politics of schooling
The Critical Perspective (Lecture on Critical Theory)
Read: Deculturalization, chapter 5.
Video: Shadow of Hate in America OR The Truth About Hate
- 11/1 Civil Rights Law in Education; Exceptionality & Religion.
Read: Multicultural Education in a Pluralistic Society, Chapters 5 & 6 & Mandela, Part 5 – Treason.
- 11/8 Age & Culture
Read: Multicultural Education in a Pluralistic Society, Chapter 8 & Mandela, Part 6 – The Black Pimpernel.
- 11/15 Theories of minority student school failure
Toward an Understanding of School Achievement
Read: Deculturalization, ch. 6 & Multicultural Education in a Pluralistic Society, chapter 9.
- 11/22 **Multicultural Education & School Reform**
Read: Mandela, Part 7 - Rivonia
- 11/29 **Panel Presentations in-class today.**
Read: Mandela, Part 8 – Robben Island: The Dark Years
- 12/06 **Panel Presentations in-class today & Student Outcome Assessments due today.**
Read: Mandela, Part 9 – Robben Island: Beginning to Hope.

12/13

Finals Week:

Bilingual Teacher Interview due (alternative assignment if you cannot go on the Museum of Tolerance Field trip) & Mandela Essay due on BB.

CALIFORNIA STATE UNIVERSITY AT CHANNEL ISLANDS

CSUCI Mission Statement *Opportunity—Collaboration—Integration—Community*

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

Fall 2006 Syllabus

Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms

EDUC 520 Section 03

3 semester hours

Tuesday, 7:00-9:50 p.m.

Class location: Bell Tower 1471

Corequisite: EDUC 521 (half day/week) must be taken concurrently with EDUC 520.

Instructor: Kaia Tollefson, Ph.D.
kaia.tollefson@csuci.edu (best way to reach me)
Office: (805) 437-3125

Office Hours
Tuesdays, 10:00-11:00 and by appointment
Bell Tower West
Office #2285

Required texts:

1. Weinstein, C. S. and Mignano, A. J. (2007). *Elementary classroom management: Lessons from research and practice* (4th ed.). New York: McGraw-Hill.
2. Assigned readings, e-course pack.

Supplemental texts: Additional readings will be provided in class.

Course description and objectives:

Thinkers aren't limited by what they know, because they can always increase what they know. Rather, they're limited by what puzzles them, because there's no way to become curious about something that doesn't puzzle you. – Daniel Quinn

Through this course you observe students' behavior in multilingual/multicultural and inclusive classrooms, learn and apply assessment principles and tools, learn how to guide students' social behavior, and communicate with families.

The following objectives for this course are aligned with Teacher Performance Expectations (TPE) defined by the California Commission on Teacher Credentialing. Students who successfully complete this course will be able to:

1. Describe the difference between assessment and evaluation (TPE 2, TPE 3)
2. Describe the advantages and disadvantages of using a variety of assessments and assessment tools for evaluating student learning and student behavior (TPE 2, TPE 3)
3. Select, construct, and use a variety of assessment strategies (TPE 2, TPE 3)
4. Select and integrate appropriate technology into the assessment process
5. Identify, create, and use formal, informal, diagnostic, formative, and summative assessments (TPE 3)
6. Observe, record, and assess the learning and behavior of elementary and middle school children as individuals and in small and large groups (TPE 2, TPE 3)
7. Identify and implement appropriate classroom management strategies to promote a developmentally appropriate and culturally relevant positive learning environment (TPE 4, TPE 5, TPE 10, TPE 11)
8. Identify and use appropriate strategies to build relationships with children and their families (TPE 11)
9. Use service learning to enhance a teacher's classroom life
10. Use reflection as a tool for professional growth (TPE 13)

Alignment of standards for educator development to foster student learning:

In our preparation of professional educators at CSUCI, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies, and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

The following Program Standards from the California Commission on Teacher Credentialing are addressed in this course. Please refer to the Student Teaching Handbook for a full description of the elements.

- Standard 3: Relationships Between Theory and Practice (A-C, E)
- Standard 4: Pedagogical Thought and Reflective Practice (A, B, E)
- Standard 5: Equity, Diversity, and Access to the Core Curriculum for All Children (A-C, E, F)
- Standard 6: Opportunities to Learn, Practice, and Reflect on Teaching in All Subject Areas (A-C)
- Standard 9: Using Technology in the Classroom (A, C-I)
- Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning (A, B, D)
- Standard 12: Professional Perspectives Toward Student Learning and the Teaching Profession (A, C, E)
- Standard 13: Preparation to Teach English Learners (H)
- Standard 14: Preparation to Teach Special Populations in the General Education Classroom (D, F)

Additionally, the following Teacher Performance Expectations will be addressed in EDUC 520. Please refer to the Student Teaching Handbook for a full description of the elements.

- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 13: Professional Growth

Commitment to infusion of competencies to address the needs of all children:

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, technology, and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. Please refer to the Student Teaching Handbook for a full description of them.

Class assumptions:

***The process of learning is an *on-going process* for all involved in this class and requires constant critique, reflection, and action.

***Learning is seen to be a *collective process*, where participants share and analyze experiences together in order to address concerns, and relying on each others' strengths and resources rather than either addressing problems individually or relying totally on outside experts to solve them.

***Content in this process is *emergent*. Students have to be involved not only in determining content but in explicitly reflecting on what counts as knowledge, how learning takes place, and their own roles in the process. The "bank" from which content is drawn is the social reality of students' lives and experiences in conjunction with expert opinion, research, and practice. It may range from the very immediate context of the classroom itself, of family and community context, and/or to broader political issues.

***Progress is seen to be *cumulative and cyclical* rather than occurring in discrete, linear steps.

Policies:

1. Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The university reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and for the course. (Academic dishonesty includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or outside of the university; and nondisclosure or misrepresentation in filling out applications or other university records.) Please refer to page 63 of the 2006-2007 University Catalog for more detailed information regarding standards for student conduct.
2. Attendance policy: Attendance and promptness are required. It is understood, however, that an absence, late arrival, or early departure may be unavoidable on rare occasions. I will not judge such occasions as excused or unexcused. Rather, the total possible points available for each student in this course will be based on the number of class sessions attended in full. (See attached rubric.) Any student missing more than two class sessions will be advised to withdraw from the course. I do, however, reserve the right to make exceptions to this withdrawal policy to consider particularly compelling extenuating circumstances for students who have demonstrated an exemplary work ethic and a consistently high degree of professionalism as a student in education.
3. I believe that flexibility fosters creativity. I also believe that too much flexibility can foster a poor work ethic and reinforce bad habits for those of us who procrastinate! In attempting to strike a reasonable balance, my policy is to allow assignments to be submitted late only if that lateness will not impact others' experience in the class in a negative way. Therefore, if the demands in your life just get the better of you and you find yourself unable to submit assignments #4, #5, #6, #7, and #8 on time, you may make arrangements with me to turn them in past their due dates (no later than December 5). However, assignment #3 will only be accepted late in the case of your absence from class the previous week. You may make arrangements with me to resubmit any piece of work, should you wish to revise it after receiving my feedback.
4. All assignments must be typed (12 point font), double-spaced (except for written reflections, which should be single spaced), with 1" margins. All referenced works must be cited using APA formatting. (If you are not familiar with APA guidelines, please contact me, the library faculty, or the writing center for help.) I will take content and mechanics into account when assessing and evaluating written assignments. I expect that all assignments will reflect university-level composition and exposition. Your use of electronic spelling and grammar checking tools is encouraged.
5. Course evaluation: Criteria for successful completion of assignments will be discussed prior to beginning work on them. Grades for this class will be determined by your performance throughout the semester in terms of your level and quality of preparedness and participation (1/3 of grade), quality of projects and products (1/3 of grade), and professionalism (1/3 of grade). See attached rubric. Students must earn a "C" or better in this course to be considered passing for consideration of this class as a Credential prerequisite course. Grades of less than "C" must be retaken for the Credential Program.

Students with special needs:

Students with disabilities needing accommodation should make request to Disability Accommodation Services, Bell Tower, East Wing, Room 1796 (805-437-8528). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with your professor.

Course requirements:

The parameters of the following assignments are open to student input and negotiation (i.e., style of presentation, due dates). Assessment criteria (e.g., rubric, quality criteria) will either be provided or created in class when assignments are introduced, after those parameters have been finalized.

1. In-Class Participation: You will be asked to participate in a number of in-class discussions and activities, some of which will tap intelligences that may not be areas of particular strength or comfort for you. This is the same situation in which the K-12 learners in our care find themselves! I am therefore defining “participation” in this course in such a way as to encourage the kind of productive risk-taking that we would like to see our younger students dare. It is therefore a course requirement that each participant, including myself, attempts *to the best of her/his ability* to participate honestly, meaningfully, respectfully, and courageously in all class discussions and activities. At the same time, I will ensure that each participant reserves the right to “pass” when sharing thoughts and written work.
2. In-Class Assessments: In the spirit of encouraging you to stay on top of course requirements, I will occasionally give unannounced quizzes on the content of readings, lectures, and other class activities.
3. Written Reflections: Please limit these to a single, double-sided sheet of written reflections on assigned texts (side A) and on our previous week’s class sessions (side B). These reflections should be typed and single-spaced, with size 12 font and 1” margins. (See attached example.)

Side A – Text-Based Reflection: From the assigned reading(s), choose two or three passages that stand out for you, for whatever reason. In your text-based reflection, please cite those passages and write a brief response to each one. I will be looking for depth of reflection—connections that you make between different texts, connections to your experience in the classroom, and perhaps most importantly, thoughts and questions that the text raises for you that support, extend, and/or challenge your ideas about what it means to teach and learn.

Side B – Reflections on Class Sessions: In your Written Reflections, I will also ask you to “write back” to previous class session(s)—reflecting, arguing, exploring “aha!” moments, recording ideas for your classroom that you want to keep track of, making connections to your work in other classes, posing questions, and so on. I will occasionally offer a specific question or prompt to which I would like you to respond for a particular week’s class session reflection.

Reflective writing will be assessed for ideas and content (depth of reflection, ability to make connections with prior knowledge) and mechanics (spelling, grammar, punctuation, neatness, timeliness) using a coding system of “+” (genuine depth), “√” (adequate connections), and “-” (insufficient evidence of effort and/or reflective thought). (See attached rubric.)

4. Class Norms and Procedures: What are the overall behavioral expectations (i.e., norms, class rules) in your EDUC 521 classroom? How are these expectations created and communicated? Why? How and when are students helped to learn these norms? What specific routines or procedures have students learned to follow for particular tasks or times of day?

Prepare a 2-3 page summary of what you learn in response to these questions. Use whatever means you have available for collecting the information that will help you to answer each one—as well as any additional, related questions that occur to you. Ideally, a 15-minute interview with your cooperating teacher will help you to develop a beginning understanding of how and why this classroom functions the way it does. Knowing how pressed for time teachers are, though, be prepared to discover answers to these questions in other ways on your own (e.g., observation, getting your cooperating teacher’s permission to interview students, examining documents such as classroom posters and parent newsletters). Please note: It is tempting to approach this kind of classroom observation from an overly critical perspective. While I strongly believe it is essential to develop a critical perspective on all things educational—and social and political and environmental, etc.—please work to cultivate an attitude of humility and respectful inquiry in your student teaching placement. Seek first to understand how and why class norms and procedures are designed in the way that they are. Then devote your crucial, critical energies to developing your own ideas and identity as a teacher.

5. Learning Environment Analysis: Your analysis will include a map of your EDUC 521 classroom, a written summary of your analysis of this classroom organization plan, organized by headings (using Steele's six functions of the environment), and digital photographs that you will use as visual aids in presenting your analysis in class. Please note that your written summary does not have to take narrative form; it can simply be a bulleted list of points under each of the six headings.

Directions: Draw a map of the classroom in which you are working for EDUC 521. Examine that classroom organization plan in terms of how it serves all members of this classroom community in three areas: visibility, accessibility, and focus-ability (vs. distractibility). Then explore the classroom as a whole through the lenses of Steele's six functions of the environment (1973, in Weinstein & Mignano, 2007, pp. 33-47). In other words, how does the learning environment in this classroom facilitate and/or inhibit children's needs for: (1) security and shelter, (2) social contact, (3) symbolic identification, (4) task instrumentality, (5) pleasure, and (6) growth? Please note how the environment facilitates and/or inhibits *adults'* needs in these six areas, too; for example, how are the environmental needs of the teacher, educational assistants, student teachers, and parent volunteers considered and provided for? Finally, take digital photographs of highlights of the physical environment to use in an oral presentation of your findings. (Digital cameras are available for you to check out through the CSUCI library.) Take care that you do NOT include children in these pictures.

Oral presentation (sign up for date of presentation): Post your map of the classroom and four photographs on our class Blackboard. Prepare a 5-minute oral presentation, using computer projection of the images you've selected, to highlight strengths of the learning environment. Use Steele's terminology in your presentation.

6. Classroom newsletter: Family focus. Use Microsoft Publisher, Adobe Pagemaker, Printshop, or similar software to create a classroom newsletter. The purpose of this newsletter is to introduce yourself as the teacher, inform parents of your goals having to do with the classroom climate, and identify ways families can connect with the classroom.
7. Planning for Community in the Classroom/Classroom Management Plan. Create a plan that describes your proposed approach to facilitating community development with your students and their families (i.e., "classroom management" plan). At minimum, your plan must include the following components: written philosophy statement, prevention strategies, intervention strategies, and family communication examples.
 - a. Philosophy Statement: Facilitating Community in the Classroom/Classroom Management Plan.
 - b. Classroom Norms and Procedures.
 - c. Prevention Strategies.
 - d. Intervention Strategies.
 - e. Family Communications.
8. Behavioral assessment: Anecdotal and Coding. Choose two students whose behaviors you will assess by collecting both anecdotal and coded data. Systematically observe and document some aspect of their behavior over a three-week period using at least two different data tools. Be sure you have selected tools that are appropriate for the types of behavior you are observing. Select the students for observation with your cooperating teacher's input in order to enable you to select tools that are appropriate for the behavior exhibited. Prepare a paper to report your findings. Please be sure to include (for each student) a summary of the data you collected, an interpretation of that data, and a reflection on the process and of your learning.


In the spirit of fostering both creativity and sanity, please note that the due dates I have listed below are tentative. I am open to re-negotiating them as a class, particularly once requirements and due dates from other courses you are taking are known. Further, in the spirit of fostering a climate that is open to debate and respectful of diversity, I am open to course reading substitutions. If there is an author you would like to read who has written on a similar or related topic for readings (other than Weinstein & Mignano), please feel welcome to negotiate substitutions with me.

Course Readings and Assignment Due Dates (Tentative)

By this date...	you should have read...	and be ready to turn in...
1. August 29 <ul style="list-style-type: none"> • EDUC 520 Intro • essential questions • syllabus and course eval 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
2. September 5 <ul style="list-style-type: none"> • finalize syllabus/eval • setting the tone 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 4 • Herrell & Jordan #1 • Please pick one: Brendtro, Austin, or Weinstein & Mignano Ch. 3 	<ul style="list-style-type: none"> • (3) Written Reflection #1 begin focusing on philosophy statement and prevention strategies
3. September 12 <ul style="list-style-type: none"> • motivation • “being good” 	<ul style="list-style-type: none"> • McEwan • Chaleff • Please pick one: Weinstein & Mignano Ch 7, Deci & Ryan, or Sheldon & Biddle 	<ul style="list-style-type: none"> • (3) Written Reflection #2 continue working toward drafting philosophy and prevention strategies
4. September 19 <ul style="list-style-type: none"> • behaving and belonging • relationship between adults’ & children’s behavior 	<ul style="list-style-type: none"> • Sapon-Shevin • Please pick one: Tomlinson or Weinstein & Mignano Ch 12 	<ul style="list-style-type: none"> • (4) Class Norms/Procedures
5. September 26 <ul style="list-style-type: none"> • physical environment • relationship between adults’ & children’s behavior 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 2 	<ul style="list-style-type: none"> • (3) Written Reflection #3 continue working toward drafting philosophy and prevention strategies
6. October 3 <ul style="list-style-type: none"> • relationship between learning theories and why/how we observe/guide behavior 	<ul style="list-style-type: none"> • Kohn • Wong 	<ul style="list-style-type: none"> • (5a) Map of classroom
7. October 10 <ul style="list-style-type: none"> • observing/assessing behavior • “kidwatching” tools 	<ul style="list-style-type: none"> • Assessment Packet • Owacki & Goodman, • Herrell & Jordan #2 	<ul style="list-style-type: none"> • (5b) Learning Environment Analysis Presentations
8. October 17 <ul style="list-style-type: none"> • observing/assessing behavior • engaging students in assmt. • “kidwatching” tools, cont 	<ul style="list-style-type: none"> • Strachota • Tollefson & Osborn #1 	<ul style="list-style-type: none"> • (3) Written Reflection #4 begin drafting intervention strategies
9. October 24 <ul style="list-style-type: none"> • protecting/restoring order • bullies, victims, bystanders 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 11 • Weinstein & Mignano Ch 13 	<ul style="list-style-type: none"> • (3) Written Reflection #5 continue drafting intervention strategies
10. October 31 <ul style="list-style-type: none"> • communicating with parents • reporting student growth 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 5 • Lawrence-Lightfoot • Please pick one: McEwan or Tollefson & Osborn #2 	<ul style="list-style-type: none"> • (3) Written Reflection #6 begin drafting plan for family communications and classroom norms/procedures
11. November 7 <ul style="list-style-type: none"> • independent and group work • gender-related patterns/problems 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 8 • Weinstein & Mignano Ch 9 	<ul style="list-style-type: none"> • (6) Classroom Newsletter
12. November 14 <ul style="list-style-type: none"> • genuine questions, genuine discussions 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 10 	<ul style="list-style-type: none"> • (7) Planning for Community in the Classroom (i.e., Classroom Management Plan)
13. November 21 <ul style="list-style-type: none"> • time 	<ul style="list-style-type: none"> • Weinstein & Mignano Ch 6 	<ul style="list-style-type: none"> • None

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| <p>14. November 28</p> <ul style="list-style-type: none"> • consulting with colleagues • understanding resistance | <ul style="list-style-type: none"> • Kohl • Marlowe & Page | <ul style="list-style-type: none"> • (8) Behavioral Assessment Presentations (Consultancy Protocol) |
| <p>15. December 5</p> <ul style="list-style-type: none"> • consulting with colleagues • relationship between voice, agency, and behavior | <ul style="list-style-type: none"> • Christensen • Perrone | <ul style="list-style-type: none"> • (8) Behavioral Assessment Presentations (Consultancy Protocol), continued |

16. **December 12** **Culminating Activity**

	<p>CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM</p> <p>EDMS 522: LITERACY 1: MULTICULTURAL/MULTILINGUAL Fall 2006 • Section 01</p>
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<p>Instructor:</p> <p>Office:</p> <p>Telephone:</p> <p>Email:</p> <p>Office Hours:</p> <p>Class Meeting Time:</p> <p>Location:</p>	<p>Manuel Correia, Ph.D.</p> <p>Bell Tower West, 2105</p> <p>805-437-3292 (office)</p> <p>manuel.correia@csuci.edu</p> <p>Wednesday 1:00 to 4:00, and by appointment.</p> <p>Monday, 1:00 to 3:50</p> <p>Thursday, 1:00 to 3:50</p> <p>Los Altos Middle School</p> <p>700 Temple Avenue, Camarillo, CA 93010</p>
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COURSE DESCRIPTION: The course focuses on the developmental theory and practice of the reading and writing process across the grade levels. Course includes: Study skills; Foundations of reading and writing theory and practice for students who speak English as a first or second language; Teaching reading and writing to native English speakers and English Language Learners in English Only, Multilingual and Bilingual contexts; Needs of English Language Learners and exceptional children; Integration of Technology for teaching and learning.

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING: In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

STANDARDS ALIGNMENT: The course objectives, assignments, assessments and our final comprehensive portfolio have been aligned with the CCTC. The following standards are a primary emphasis in this course:

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 3(e)

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

Standard 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 efforts.

Standard 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.

Standard 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.

Standard 4(d)

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

Standard (4e)

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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 7A(c)

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

- (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.
- (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.
- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
 - (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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 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.

Standard 9(d)

Each candidate uses computer applications to manage records and to communicate through printed media.

Standard 9(e)

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

Standard 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 state-adopted reading/language arts student content standards and framework.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

Standard 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.

TEACHER PERFORMANCE EXPECTATIONS (TPE) COMPETENCIES

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective program for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6a-Developmentally Appropriate Practices in Grades K-3
TPE 6d-Teaching Special Education Populations in General Education Environments
TPE 7-Teaching English Learners

Secondary Emphasis

TPE 5-Student Engagement
TPE 8-Learning About Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN: The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

MISSION STATEMENT

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

"Opportunity-Collaboration-Integration-Community"

STUDENT OUTCOMES

Relate the way 1st and 2nd language acquisition is acquired to develop reading, speaking and writing school classrooms which also include students with special needs. *Standard 7A(a)(b)(c)(i)(ii)(iii)(iv); 7A(d)(e)(f)(g)(h)(i)(j)*

Demonstrate an in-depth knowledge of reading research and a balanced language arts program. *Standard 3(a)(b)(c)(d)*

Demonstrate application of foundational models of teaching reading and writing in culturally and linguistically diverse elementary school classrooms which also include students with special needs. *Standard 3(a)(d)(e); 7A(a)(b)(c)(i)(ii)(iii)(iv); 7A(d)(e)(f)(g)(h)(i)(j); 13 (a); 14 (d)(e)*

Compare and contrast how children learn to read, write and speak in 1st and 2nd language acquisition. *Standard 7A(a)(b)(c)(i)(ii)(iii)(iv); 7A(d)(e)(f)(g)(h)(i)(j); 13(a)*

Use common diagnostic assessments to determine instructional needs of primary students and present in case study format. *Standard 3(c); 4(a); 13 (a)*

Demonstrate instructional strategies necessary in the foundational development of reading and writing for all students. *Standard 4(a)(b); 13 (a); 14 (d)(e)*

Demonstrate organization necessary for differentiated instruction in a classroom of learners with diverse needs and abilities. *Standard 4(a)(b)(d)(e); 5 (a); 13(b)(e); 14 (d)(e)*

Translate the results of formal and informal assessments of children's reading and writing behaviors into instructional plans. *Standard 4(a); 13 (g)*

Demonstrate skills necessary to select appropriate materials for a classroom of diverse learners. *Standard 4(a); 13 (b)*

Design a classroom which provides a rich environment that enhances literacy development. *Standard 4(c)(d)(e); 5 (a)(f); 14 (d)(e)*

Demonstrate an in-depth knowledge of RICA domains correlated to the teaching of reading and writing. *Standard 4(b)*

Know and use California Language Arts Standards in the development of lesson plans and long term planning. *Standard 1(d); 4(b)(d)(e); 13 (g)*

Demonstrate the use of technology through assignments and teaching strategies. *Standard 9(d)(e)*

EDMS 522 COURSE REQUIREMENTS

COURSE DESCRIPTION: The course focuses on the developmental theory and practice of the reading and writing process across the grade levels. Course includes: Study skills; foundations of reading and writing theory and practice for students who speak English as a first or second language; teaching reading and writing to native English speakers and English Language Learners in English Only, Multilingual and Bilingual contexts; needs of English Language Learners and exceptional children; integration of Technology for teaching and learning.

PREREQUISITE: Must be officially admitted to the Multiple Subject Credential Program. Students must register for at least one unit of Field Experience concurrent with this course.

STANDARDS FOR SUCCESSFUL PARTICIPATION: All participants are **expected to attend every session** unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. **All assessment/assignments must be handed in on the due date.** Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. If you cannot be in class you must send an email or call the instructor prior to class. If you miss more than one meeting it will impact your grade.

ATTENDANCE POLICY: Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. **Tardiness is not acceptable and points will be taken off attendance, professionalism and participation grade.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

GRADING POLICY: (See the CSUCI General Catalogue for University Grading Policies)

Grading Scale					
<u>Points</u>	<u>Percentages</u>	<u>Grade</u>	<u>Points</u>	<u>Percentages</u>	<u>Grade</u>
190-200	95-100	A	146-153	73-76	C
180-189	90-94	A-	140-145	70-72	C-
174-179	87-89	B+	134-139	67-69	D+
166-173	83-86	B	126-133	63-66	D
160-165	80-82	B-	120-125	60-62	D-
154-159	77-79	C+	0-119	0-59	F

SUBMISSION SCHEDULE: All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one point. Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

GRADING EMPHASIS: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.) and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.). All citations will use the APA format.

STUDENTS MUST EARN A "C+" OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING for the credential program. Students must retake the course if their grade is lower than a C+.

REQUIRED TEXTS:

- Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (3rd ed.). Upper Saddle River, NJ: Pearson Education.
- Carr, J., & Lagunoff, R. (2006). *The map of standards for English learners, grades K-5: Integrating instruction and assessment of English language development and English language arts standards in California*, 5/E. San Francisco: WestEd.
- Tompkins, G. E. (2007). *Literacy for the 21st century: PreK-4 & Teacher Prep Access Code Package*, 2/E. Upper Saddle River, NJ: Pearson Education.
- Zarrillo, J. J. (2005). *Ready for RICA: A test preparation guide for California's reading instruction competence assessment* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

RECOMMENDED TEXTS:

- Ada, A. F., (2003). *A magical encounter: Latino children's literature in the classroom* (2nd ed.). Boston: Pearson Education.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F. (2004). *Words their way: Letter and picture sorts for emergent spellers*. Upper Saddle River, NJ: Pearson Education.
- California Department of Education. (1998). *English / Language arts framework for California public schools kindergarten through grade twelve*. Sacramento, CA: Author. (Available on Blackboard)
- Freeman, D. E., & Freeman, Y. S. (2000). *Teaching reading in multilingual classrooms*. Portsmouth, NH: Heinemann.
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann.
- Gibbons, P. (1993). *Learning to Learn in a Second Language*. Portsmouth, NH: Heinemann.
- Perez, B., & Torres-Guzman, M. E. (2002). *Learning in two worlds: An integrated Spanish/English biliteracy approach*. Boston: Allyn and Bacon.
- Rossi, J., & Schipper, B. (2003). *Case studies in preparation for the California Reading Competency Test* (2nd ed.). Boston: Pearson Education.

Note: Additional handouts and articles will be assigned as reading throughout the course.

SUMMARY OF CLASS ASSIGNMENTS

PROJECT	POINTS	DUE
1. Children's Literature Book Share (Book Box)	10	Variable
2. TPA Task 1	20	9/21
3. Threaded Discussion	10	Variable
4. RICA Case Study Problem	10	10/2
5. RICA Portfolio	10	10/9
6. Basal Lesson Project	10	10/16
7. Reader Case Study	40	10/19
8. Attendance, Professionalism, Participation (tardy -1 or -2) (late paper -1; no paper -2)	90	Every Class Meeting
TOTAL POINTS	200	

Description of Assignments

1. Children's Literature Book Share (10 points)

Locate one children's book. It can be a short story (picture book) or a chapter book. You will share your selection with the class by briefly introducing the book with the book box – an anticipatory set - (reading it if time allows), discussing the values that are expressed, and strategies that could be used with your students. This is an opportunity for you to go to either the local bookstore or library and spend some time looking at books that are available for young children. I recommend using books that are recipients of the Caldecott Medal or a Newberry Medal. The following sites are a good resource for identifying quality children's books: <http://www.ucalgary.ca/~dkbrown/index.html> or <http://www.nadanpub.com/newb90.html>

Create a book box with 3-5 (or more) objects and/or pictures which relate to the story. Include an inventory sheet with all the items listed and an explanation of why the items were selected. Teach the book box as an anticipatory set.

2. TPA Task 1 – Language Arts (20 points)

You will be expected to complete TPA Task 1 as part of this class. It will then become part of your Teacher Performance Assessment Portfolio.

3. Threaded Discussion (10 points)

During the semester you will be asked to participate in one threaded discussion. This will take place on the Blackboard website. There will be a question posed which you will be asked to respond to. After responding to the primary question posed by me, the teacher, you will need to read at least two other students primary responses and then respond to them.

4. RICA Case Study Problem (10 points)

You will be presented with a task similar to what is on the RICA and asked to respond to the task using strategies and terminology you are learning in class.

5. RICA Portfolio (10 Points)

You will put together a binder with 13 sections that correspond to the RICA chapters in your test preparation book *Ready for RICA* plus 1 section for other documents or notes you might want to add. The sections for your binder will be:

1. Conducting Ongoing Assessment of Reading Development
2. Planning, Organizing, and Managing Reading Instruction
3. Phonemic Awareness
4. Concepts About Print
5. Explicit Phonics and Other Word Identification Strategies
6. Spelling Instruction

7. Reading Comprehension
8. Literary Response and Analysis
9. Content-Area Literacy
10. Student Independent Reading
11. Supporting Reading Through Oral and Written Language Development
12. Vocabulary Development
13. Structure of the English Language
14. Other

In each section, you will place the assessments you will be giving, the discussions, handouts that relate to the topic and other material that would help you in a review for the RICA. You will be graded on organization and completeness of the areas. You are encouraged to add relevant material from other sources.

6. Basal Project with Partner (10 points for each person)

In-Class Unit Plan Using a State-Adopted Text: This is a pair group assignment. You will develop a week's plan of a series of lessons based on the texts from a state adopted program. Include a theoretical rationale for the unit as well as related literature selections and suggested instructional strategies. The unit must include differentiated instruction to account for the needs of all students (English learners, more able, less able).

Partners will work together during class time to develop a 20-minute presentation and make a 1-2 sheet summary of your presentation to give to everyone in the class.

7. Reader Case Study

The Reader Case Study provides information concerning a student's language/literacy acquisition that contributes to planning an effective instructional program. Literacy 1 students will become familiar with a standardized oral language assessment measure as well as with the language skills (reading, writing, speaking, and oral comprehension) required in academic subject matter instruction.

This case study report is a form of ethnographic research. It is an account of your experiences in sharing reading activities with children to learn as much as you can about students. Your final report should be a typed narrative of about 5 pages. It should include a description of student's background, a summary of your activities or interactions with the child and a recommendation for future instruction. Samples of student work and assessments should be included.

8. Attendance, Participation, Professionalism and Reading (6 pts per class =90 points) **(2 points for excused absence; -1 to -2 points for tardy; -1 for late paper; -2 for no paper)**

These are vital to your role as a learner, much of which is contingent upon in-class participation and cannot be replicated in other ways. Please come prepared to incorporate reflections on the reading, personal experiences, opinions, and questions. The wealth of knowledge and reactive ideas you contribute are invaluable. Regular class attendance is important in order to successfully complete your individual and group responsibilities. Included in this section are summaries for the various readings you will be assigned (*summaries consist of the 10 most significant points in the chapter or readings*).

Note: All students are expected to complete assignments in this course as their own work. Plagiarism is defined as to pass off the ideas or words of another as one's own without crediting the source. If I suspect a student has violated the academic honesty guidelines, I will discuss the apparent violation with the student to provide them with an opportunity to explain the situation. If I feel that Academic Dishonesty has occurred, I file an incident report with the Dean of the Faculty, the Provost, and the Vice-President for Student Affairs. Depending on the severity of the offense, I may assign the responsible student a failing grade on the assignment/ paper/ quiz/ exam or an overall course grade of an "F". Students should consult the Academic Dishonesty policy as listed in the 2006-2007 Catalog (page 63).

Students with disabilities needing accommodation should make requests to Disability Accommodation Services, Bell Tower, East Wing, Room 1796 (805.437.8528). All requests for accommodations require appropriate advance notice to avoid a delay in services. Please discuss approved accommodations with me.

TENTATIVE COURSE OUTLINE

Meeting	Date	Topic	Readings/Assignments Due
1	8/28	<ul style="list-style-type: none"> ➤ Introduction to literacy ➤ English learners ➤ Special needs students 	Photo Send information email to professor
2	8/31	<ul style="list-style-type: none"> ➤ Assessment ➤ Planning ➤ Lesson Design 	Tompkins, chapter 3 Carr & Lagunoff, (select sections) Zarillo, chapter 1 & 2
	9/4	<ul style="list-style-type: none"> ➤ Labor Day Holiday 	
3	9/7	<ul style="list-style-type: none"> ➤ Emergent literacy ➤ Concepts about print 	Tompkins, chapter 2 Zarillo, chapter 4 THREADED DISCUSSION DOMAIN I
4	9/11	<ul style="list-style-type: none"> ➤ Phonemic awareness ➤ Phonics 	Tompkins, chapter 4 Zarillo, chapter 3 & 5
5	9/14	<ul style="list-style-type: none"> ➤ Spelling 	Tompkins, chapter 5 Bear et al., chapter 3 Zarillo, chapter 6
6	9/18	<ul style="list-style-type: none"> ➤ Word study ➤ Vocabulary 	Bear et al., chapter 4, 5, 6, 7 & 8 Tompkins, chapter 7 Zarillo, chapter 12 THREADED DISCUSSION DOMAIN II
7	9/21	<ul style="list-style-type: none"> ➤ Developing fluency ➤ Reading and writing 	Tompkins, chapter 6 TASK 1 DUE
8	9/25	<ul style="list-style-type: none"> ➤ Comprehension ➤ Reader factors 	Tompkins, chapter 8 Zarillo, chapter 7
9	9/28	<ul style="list-style-type: none"> ➤ Comprehension ➤ Text factors 	Tompkins, chapter 9 Zarillo, chapter 8 & 9
10	10/2	<ul style="list-style-type: none"> ➤ Reading process ➤ Literature circles ➤ Basal reading programs 	Tompkins, chapter 10 Zarillo, chapter 10 RICA CASE STUDY PROBLEM DUE
11	10/5	<ul style="list-style-type: none"> ➤ Writing process ➤ Writing workshop 	Tompkins, chapter 11 Zarillo, chapter 11 & 13 THREADED DISCUSSION DOMAIN III
12	10/9	<ul style="list-style-type: none"> ➤ Struggling readers 	Readings available on Blackboard THREADED DISCUSSION DOMAIN IV RICA PORTFOLIO DUE
13	10/12	<ul style="list-style-type: none"> ➤ Balanced literacy program 	Tompkins, chapter 1 & 12
14	10/16	<ul style="list-style-type: none"> ➤ Presentations 	BASAL PROJECT DUE
15	10/19	<ul style="list-style-type: none"> ➤ Presentations 	READER CASE STUDY DUE

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
Multiple Subject Teacher Credential Program
EDMS 523: Literacy Multicultural/Multilingual
Fall 2006
BT 2716

Class hours: Wed., Fri. 8:30 – 12:15

Instructor: Dr. Mary Kay Rummel

Office: 105 Prof. Bldg.

Office Hours: 1/2 hour before and after class. Others by appt.

Telephone: 805-643-1321 call me at home

Email: mary.rummel@csuci.edu or mrummel@d.umn.edu

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the California Commission on Teacher Credentialing (CCTC).

Teacher Performance Expectation (TPE) Competencies

This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing an effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are addressed in this course:

Primary Emphasis

TPE 1a-Subject Specific Pedagogical Skills for MS Teaching
TPE 5-Student Engagement
TPE 7-Teaching English Learners
TPE 8-Learning About Students
TPE 9-Instructional Planning
TPE 10-Instructional Time
TPE 11-Social Environment
TPE 13-Professional Growth

Secondary Emphasis

TPE 2-Monitoring Student Learning
TPE 3-Interpretation and Use of Assessments
TPE 4-Making Content Accessible
TPE 6-Developmentally Appropriate Teaching Practices
TPE 6b-Developmentally Appropriate Practices in Grades 4-8
TPE 6d –Teaching Special Education Populations in General Education Environments

OBJECTIVES

Students will:

- Deepen their understanding of how a first and second language is acquired
- gain an understanding of the reading process its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical

bases of such approaches

- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms in upper grade classrooms
- Become familiar with current approaches to teaching reading and writing across the curriculum with attention to English learners and special populations
- become familiar with classroom diagnostic techniques and evaluation procedures and the conduct and interpretation of assessment procedures with English learners
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs
- Become familiar with ELD instruction, underlying theory and best practice
- Utilize instructional practices that promote ELD, and management of first and second language curriculum and instruction and classroom organization
- Deepen their understanding of home and community literacy practices
- Develop strategies, methods and materials for ELD, based on level of proficiency
- Become familiar with adaptive assistance for students from special populations, including gifted and talented.

REQUIRED TEXTS

1. Allen, J. (1999). Words, words, words: Teaching vocabulary in grades 4-12. Stenhouse bring to class when assigned
2. Fountas, I.C. and Pinnell, G.S. (2001). Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy. Portsmouth, NH: Heinemann. bring to every class until notified.
3. Rhodes, L. & Dudley-Marling, C. (2nd ed.) Readers and Writers with a Difference bring to class when assigned. (most classes)
4. A trade book for middle school children (see list) Read first week.
5. **T.C. Boyle, The Tortilla Curtain. Campus book. Get copy in library.**
6. Askew get from instructor \$5.00

ASSIGNMENTS:

I. Read assigned texts each week and be ready to show understanding of the reading in class activities. Read at least one middle level trade book and be ready to use that book in class to apply learnings from readings. A reading log in two column note format is required for responses to readings in which you make connections to your own experiences and readings and other class activities. There is a ten item per week minimum requirement and the log will be collected on Wednesdays. Each week readings will be assigned for the following Wednesday.

Sometimes you might want your responses to take a different form (poem, story, letter responding to several quotes etc. That's fine as long as you include quotes and page numbers.

Note: Please do not write your 2 column notes while class is in session.

II Extended Book Project/guided reading/literature circle discussions

Due: Wed. Sept. 20

Groups choose a trade book for middle or upper elementary readers.

Create a packet which is a combination of: 1) reading literature guides that you would give students to use in literature circles or individually as they read the book
2) and an outline of your plans as a teacher for guiding students who would be reading this book.

We will assume that a class or a group of students within a class are reading the book. Your book teaching plan outline should include:

A. Outcomes for book related standards in the Reading/Language Arts Framework for California

B. Followed by:

1. 15-20 words to use for vocabulary study
2. a bibliography of sources of information about the author or subjects related to the
3. book and other books, poems, music, videos that relate to the book. (8-10 items)
4. Ideas for creative drama or role playing related to the book
5. Ideas for curriculum integration
6. Ideas for critical literacy connected to the book
7. Ideas for extending the book study for gifted students
as well as ideas for scaffolding the book study for those students who need it
- 8) Ideas for cultural music and community arts related to the book.

Your student activity packet should include:

- 1) A pre-reading activity
- 2) Two vocabulary study activities that require critical thinking
- 3) A plot map that involves layers of plot
- 4) Two character development activities including
 - 5) A poetry writing activity or A character monologue
 - 6) One other character study activity that involves higher level thinking
- 7) A page of question guides (1 or 2 per chapter) to get at themes in the book and inference questions.

You should include your own models when writing is involved. This is required.

- 1) ***Book Share: Prepare a Readers' Theater for your group to perform from your book.***

Include in the Readers' Theater presentation one other art such as poetry, or music. It should be approximately 15 minutes long. You need to practice for this in order to give a polished expressive reading.

groups will perform on Wed., Sept. 20 and Fri., Sept. 22.

Individuals and groups may be asked to respond to questions about the book in writing.

III Writing Process Lesson Plan (Critical Assessment Task – CATs)

Draft due Wed. Sept. 27, finished plan due Friday, Sept. 29.

You will write and present a writing strategy lesson plan for a small or large group activity that takes into account student needs. It can involve mini-lessons, direct instruction, inquiry, or any format you choose as long as it includes four stages of writing process. Make your lesson active, interesting, fun and meaningful. You will review how to write a writing process lesson plan in class. Please choose a writing standard from **the English Language Arts standards** to guide your objectives. The plan should be for a middle grade classroom. **It must include models for writing both from you (the teacher) and also from literature. It should also include a simple rubric for**

evaluation.

Your plan should include a four part description of the overall writing process for the assignment which would take more than one class period and then a mini-lesson plan for teaching one strategy within one stage of the process.

Examples of possible strategies include:

- Revision
- Pre-writing
- Writing from journals
- Writing paragraphs
- Making transitions between paragraphs
- Beginning a piece of writing
- Organizing information while you write
- Relating what you are writing to what you already know
- Writing to a model from literature
- Using graphic organizers to write
- Poetry/fiction or other genre related strategies

Keep in mind when writing your lesson: What is the purpose of your lesson? How does it relate to real reading and/or writing? What are your learning goals? How are they aligned with the CA Reading/Language Arts standards (check the Reading/Language Arts framework for CA public schools)? How will you organize the lesson (s) (instructional strategies, resource materials, time frame)? How will you group students for the lesson (s)? How will you assess your students? What accommodations will you provide for students who need additional help?

Important: Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, and students having difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

IV Letter of introduction about your reading/writing program/Focus on parent communication

Due Wed Oct. 11

Write a letter explaining to parents of the students in a fourth, fifth or sixth grade class your philosophy and practice of your language arts program. Use as little educational jargon as possible, explain what a parent can expect their child to be doing in language arts in your classroom. This letter should also provide a rationale for why their child will be doing particular things. The letter should be one to two typed pages in length. If it is much longer, parents will not read it.

Option One:

1. **Introduction:** Think of four theme words (or a metaphor) related to your philosophy and use these to organize your letter. **Your Philosophy of Literacy** teaching and learning (briefly)

2. **Assessment plan:** how will you determine what each student is capable of in reading and writing and how will that assessment guide your planning.
3. **Grouping:** how will you group students, for how long do they remain in a particular group, for what purpose, how large are groups, etc.
4. **How will you teach skills** – grammar, spelling, mechanics?
5. **Instruction:** what will the students be doing and what will you be doing. In a two- three hour block of time, how long are students reading independently, in guided reading groups, at centers (if at all), working independently, working in small groups, writing independently, writing with partners (revising or editing) or in small groups, working with the teacher in small groups or one-on-one. Will you read aloud? How will you hold students accountable for the work you expect?. What are your goals for your students (standards should be cited)?

Option 2:

Choose one aspect of your literacy program (i.e. reading, literature circles, writing process, critical literacy) and develop a parent communication describing that aspect of the program both verbally and visually. Focus on how parents can be included in this program.

Requirements for both options:

1. Design on paper (you don't need to make) a bulletin board for parents night that will convey your philosophy and your important practices.
2. **Accommodations or modifications:** What are the accommodations and modifications being made for special needs, second language learners, and transitioning students. How are you maintaining high expectations, managing a classroom and differentiating for all students to be successful. What literacy scaffolds do you have in place?
3. Use technology or your own visuals in a meaningful way to make the letter clear and interesting.
4. How will you hold students accountable for the work you expect?. What are your goals for your students (**standards should be cited**)?
5. **Focus on: How can all parents participate?**

V Writing Case Studies of two students: one an English Learner and one for whom English is a primary language

Due: Part 1 including a,b (required) and c, d (if possible) Wed. Oct. 18

The whole study including part 1 (a-d) and part 2 (e-j) due by Wed. Oct. 25.

Writing Case Study :This assignment is based on the assumption that assessment of students' literacy and language development is critical to effective instruction. Understanding the processes of such development, as well as being able to identify and appreciate a particular student's strengths and stretches, supports a design of appropriate lessons and learning activities. The assignment includes both data collection (using specific tools) and analysis based on readings and classroom discussions (note: this is a WRITING assessment meant for the intermediate grades. If you are placed in a lower grade you should adapt it to that level.. Here are the steps to follow (steps a to j): Steps a-d are aligned with TPA 3, Task 2. This will be worked on in class.

- a. **Identify the two students:** Be sure to choose one student for whom English is a second language. Also, please choose a pseudonym for both students and make sure their real names do not appear on any of the data submitted. The tasks for this assignment are considered normal classroom practice.
- b. **Observe the students in the classroom/school:** Observe this student during language arts instruction, specifically writing instruction, and follow up activities to discover how s/he approaches activities or lessons dealing with writing, listening and speaking. Observe during journal writing, SSR, ESL/SSL, writers' workshop, etc. You may also want to observe during library time, lunch, recess, etc. Jot down what you notice about the student. Do you observe any patterns? Compile field notes while you are observing. Try to be objective and write down what you are seeing, not what you think about what you are seeing.
- c. **Interview the students:** Talk with the student to get a sense of how s/he feels about him/herself as a writer. Does s/he like writing? Is it "hard" or "easy?" If possible, tape record the interview and then transcribe the interview at a later time.
- d. **Interview the teacher about the students:** Talk to the teacher about who the child is as a writer. If you use a student in your own class, write down your perceptions of the student as a writer **before** you begin your data collection. That way you will be able to compare your "insider knowledge" with your findings. Also ask the teacher to share the type of English Language Development instruction that is being used to help build the ELL student's fluency in English, in terms of speaking, reading and writing. Note the type of approach/es that are being used and also specific curricular materials (e.g., state adopted) for Ells.
- e. **Collect student writing samples:** For this section you will collect as many samples of the students' writing as possible. Choose samples from a variety of contexts including: journal samples, writers' workshop, learning logs, story writing and any other writing contexts in the classroom. It is important to note the social context and the date from which each sample came. If possible collect samples that the student worked on during your observations.
- f. **Analyze the student writing samples:** Here you will analyze the writing samples based on course readings and discussions/activities/lectures. In order to see patterns it is important to analyze multiple samples across time so you will want to identify your student and start collecting samples as soon as possible.
- g. **Bring the students' writing samples to class to be analyzed Wed. October 18.**
- h. **Describe a teaching plan for both students based** on the information learned from your data collection – list approximately 5-7 strategies matched with goals

For your ELD student your teaching ideas should build language and connect directly to language structures that are shown to need development. This would support

language and literacy learning in a natural context, with a de-emphasis on overt error correction and discrete language teaching skills. Instead, it would support the curriculum by building meaning and the students' construction of knowledge rather than emphasizing rote memorization of rules of grammar, etc.

- i. **Reflect on the entire writing case study assignment: Analyze the differences you see in the writing of the two students.**
- j. Describe, analyze and reflect upon your own growth as a writing/language arts teacher, particularly in relation to the assessment and diagnosis of these student writers as you answer the following questions:
 1. If you were given an opportunity to use the assessments again, what part(s) would you keep and what part(s) would you change? Why?
 2. What additional information about your students did you learn as a result of this assessment experience?
 3. How will you use what you have learned from this assessment experience when you plan writing instruction and assessment in the future?
 4. What are your goals for increasing your knowledge and skill in writing assessment? How will achieving these goals help you become a more effective writing teacher?

Your final paper (typed and double-spaced) will include the following sections:

- a. **Introduction:** Describe the students you selected. Include grade level, age, gender, language background and educational experience.
- b. **Summary of observations:** Summarize your observations of the students. Be sure to describe the classroom context, activity and what the student is doing. Include exact quotes from your field notes where appropriate (e.g., José seemed to really enjoy the writing activity. "José picked up the pencil and began to write right away. He smiled as he wrote."). This section should be fairly comprehensive.
- c. **Summary of student interviews:** Here you should include a general summary of the student's responses to the interview questions (e.g., José sees himself as a competent writer and his responses indicate that he enjoys writing).
- d. **Summary of teacher interview:** Same as above but using the teacher's responses.
- e. **Analysis of writing samples.** Summarize what you found out about each student's writing from analyzing the writing samples. Include quotes from the samples where appropriate (e.g., José appears to be a competent writer. He writes elaborates stories and edits his drafts to correct his own spelling. Here is an example of a story he wrote....").
- f. **Summary of each student as a writer.** This section should include a description of your student as a writer based on your observations, the student and teacher interviews and your analysis of writing. An analysis grid that summarizes each part of your data collection can be helpful but is not required. Here is an example:

	Observations	Student Interview	Teacher Interview (or prior perceptions)	Writing Samples
Writing proficiency				
Attitude toward writing				
Audience awareness				
Conventions				

The items that are in the column on the left will vary from student to student and are based on the patterns that you find during your data collection. In addition, you will need to include in text citations from course readings, discussions and lectures in this section. This should be the longest section of your paper.

- g. **Language arts/writing goals and planning:** Here you will describe how you will plan for instruction for this student.
- h. **Reflection on assignment:** Here you will reflect on the entire process of the assignment as well as on your findings for your particular student answering the four questions from the TPA assessments as well as your observations about the individual children.
- i. **Appendices:** Here is where you put all your field notes, interview response sheets, analysis grid and student writing samples.

Assignment due dates and grading:

- 1. Attendance is expected. Each absence will result in a drop of one half a grade.
 - 2. Reading log assignments– 24 points – turned in every Wed.
 - 3. Extended Book project due Wed. Sept. 20 – 15 points
 - 4. Writing Lesson Plan due Wed. Sept. 27 (rough draft) - 10 points
 - 5. Parent Communication due Wed., Oct. 11 – 15 points
 - 6. Case studies Part 1 (a,b, (c,d) if possible due Wed. Oct. 18. The whole study due Wed. Oct 25.
- Total: 100 points.

MISSION STATEMENT

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"

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty are committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus.

Please Read

STANDARDS FOR SUCCESSFUL PARTICIPATION:

All participants are expected to attend every session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. (You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. If you cannot be in class you must send an email to the instructor prior to class. Each class missed results in a drop of one half of a grade.

ATTENDANCE POLICY:

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible and undertake specific make-up assignments that will be approved by instructor.

In this course each class missed results in a drop of one half of a grade.

TARDIES: Please be on time for class. If you are late for a specific reason please let the instructor know. Frequent lateness (more than 4 times and 15 minutes) will result in the drop of half a grade.

ACADEMIC HONESTY: All assignments must be original work completed by student with sources cited when appropriate.

LATE WORK: should be submitted by the next class meeting or will result in grade deduction.

RESUBMISSION: All assignments may be resubmitted within one week for a grade change.

PASSING GRADES: Students must earn a C+ or better in this course to be considered passing for the credential program. If less than C+ the course must be retaken for the credential program.

PREREQUISITE:

Must be officially admitted to the Multiple Subject Credential Program. Students must register for at least one unit of Field Experience concurrent with this course.

COURSE DESCRIPTION: Includes differentiated instruction and scaffolding for English language learners, special education (including gifted) and English only students. Focus on reading and writing skills across the content areas and Literature based instruction for native English speakers and English Language Learners in English Only, Multilingual and Bilingual contexts. Needs of English Language Learners and exceptional children, technology for teaching and learning is integrated.

GRADING POLICY: (See the CSUCI General Catalogue for University Grading Policies)

Grading Scale: A=95-100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59

Submission Schedule: All assignments must be submitted on their due date. Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor. Late work must be accompanied by an explanation for its lateness, and an indication of how you intend to rectify the problem in the future.

Grading Emphasis: Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, directly addressing the issues, etc.), and 20% on mechanics (grammar, syntax, format, uniformity of citation, etc.).

RUBRICS**Evaluation Extended Book Project/guided reading**

Create a packet which is a combination of: 1) reading literature guides that you would give students to use in literature circles or individually as they read the book
2) and a brief description of your plans as a teacher for guiding students who would be reading this book.

Your two (approximate) page description should include:

Outcomes for book related standards in the Reading/Language Arts Framework for California

Followed by: (1 point each)

1. 15-20 words to use for vocabulary study
2. a bibliography of sources of information about the author or subjects related to the book and other books, poems, music, videos that relate to the book. (8-10 items)
3. Ideas for creative drama or role playing related to the book
4. Ideas for curriculum integration
5. Ideas for critical literacy connected to the book
6. Ideas for extending the book study for gifted students
7. As well as ideas for scaffolding the book study for those students who need it
8. Ideas for cultural music and community arts related to the book

Overall: Ideas show ability to think of multiple approaches to teaching reading which include different modes of learning and a focus on different levels of development and integration of curriculum. (8 points)

Your student activity packet should include: (1 point each)

1. A pre-reading activity
2. Two vocabulary study activities that require critical thinking
3. A plot map that involves layers of plot
- Two character development activities including
4. A poetry writing activity or A character monologue
5. One other character study activity that involves higher level thinking
6. A page of question guides (1 or 2 per chapter) to get at themes in the book and inference questions.

You should include your own models when writing is involved.

Book Share: Prepare a Readers' Theater for your group to perform from your book. Include in the Readers' Theater presentation one other art such as poetry, or music. It should be approximately 15 minutes long. You need to practice for this in order to give a polished expressive reading.

Overall: Your activities show depth of understanding of both elements of fiction and how to guide students in using many strategies for understanding reading and integrating many levels of language use. (7 points)

Total points: 15

Lesson Plan Evaluation

Lesson Plan includes:

At least one outcome related to English Language Arts standards and Relevant specific objectives (1)

All stages of writing process:

Shows understanding of process

Includes activities which are relevant to the process (2)

Modeling, especially teacher modeling and includes at least one teacher model (2)

An emphasis at one stage in the process with an appropriate mini-lesson (2)

Activities which are meaningful to writing development and motivating for students (1)

Awareness of the need to meet individual needs through writing process (1)

Clear rubric tied to objectives (1)

Rubric for Case Studies

18 points for each study

This is the criteria for an outstanding paper:

- A. Introduction includes:
 - grade level
 - age
 - gender
 - language background
 - education experience
- B. Summary of observations includes: (4)
 - multiple observations (at least two)
 - detailed classroom context
 - detailed information about writing activities for the papers being analyzed
 - quotes from student (at least one)
 - comprehensive in scope (given the situation)
- C. Summary of student interview includes: (4)
 - a general summary
 - includes specific student responses
 - ties together student's responses with his/her performance
- D. Summary of teacher interview includes: (2)
 - general summary
 - specific comments or responses by teacher
 - ties together teacher's observations of student with his/her performance
- E. Analysis of writing samples includes: (12)
 - information on
 - voice
 - staying on topic
 - development of topic
 - choice of topics
 - sense of audience
 - revision
 - editing/mechanics
 - spelling development
 - sentence development
 - English language development for one student
 - both strengths and weaknesses in writing described
- F. Teaching Plans: (10)
 - refers to both students
 - are based upon awareness of development – where students are, where they are going
 - relate to standards for grade
 - include goals for student that are clear and directly related to analysis
 - include teaching ideas that are specific and directly tied to analysis
 - demonstrate knowledge of topics discussed in texts and in class

G. Reflection includes: (4)

clear description of your response to the entire process

thoughtful analysis of your own learning through the assignment

a detailed reflection on what you learned about each child

a thoughtful analysis of the difference between your two students

and what that might mean for you as a classroom teacher.

Responses to the TPA evaluation questions.

**EDMS 526: Modern Methods in Mathematics Teaching
Fall 2006**

**MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

Professor:	Merilyn Buchanan	Telephone:	(805) 437-8579
Office:	2235 Bell Tower West, 2 nd Floor	FAX:	(805) 437- 3298
Office Hours:	Monday 10am – 12pm Thursday 3:00pm – 4:00pm	Email:	merilyn.buchanan@csuci.edu
Class Meeting Time:	Tuesdays 1:00 pm – 3:50 pm & Thursdays 1:00 pm – 3:50 pm		
Class Meeting Place:	Room C9 UCMS, Los Altos MS, 700 Temple Ave, Camarillo		

Meeting Schedule:

Aug. 29 & 31	Sept. 5 & 7	Sept. 12 & 14	Sept. 19 & 21
Sept. 26 & 28	Oct. 3 & 5	Oct. 10 & 12	Oct. 17 & 19

Course Description:

Candidates learn to apply techniques and materials to teaching mathematics in self-contained elementary/middle school classrooms. Special attention is given to mathematical reasoning, problem solving skills, multiple representations and approaches including verbal, symbolic, and graphic. Modern methods, including mathematical modeling and on-line technology will be emphasized. Needs of English Language Learners and exceptional children and technology for teaching and learning is integrated.

Students completing EDMS 526 will:

1. Acquire direct and guided experience of teaching and learning mathematics in California K-8 public school classrooms with special emphasis on mathematical reasoning and problem solving skills (TPEs 1A, 4, 5, 6A/B, 9)
2. Discuss and describe theories and personal insight into the developmental stages of how mathematics understanding and learning is acquired by elementary and middle school students (TPEs 5, 8, 11)
3. Demonstrate an understanding of the mathematical content appropriate for individual students in inclusive, diverse K-8 classrooms through the design of learning activities (TPEs 4, 5, 7, 8)
4. Apply findings from current research in observing, designing and appraising the content and organization of mathematics programs of study (TPEs 1A, 4, 9, 10, 11)
5. Assess and meet the multiple needs, skills and talents of students in mathematics and take account of the special needs of English Language Learners and exceptional learners and allow for the multiple ways students demonstrate understanding and progress (TPEs 2, 3, 7, 8)
6. Design and deliver an effective standards-based K-8 mathematics program that draws from a repertoire of pedagogical techniques (TPEs 1A, 4, 9, 10)
7. Collaborate with colleagues to select from and use state-adopted materials and other materials to design, evaluate and revise mathematics programs, units of study and learning activities for the diverse learners found in K-8 classrooms (TPEs 1A, 4, 6A/B, 9, 13)
8. Locate, evaluate and effectively integrate digital technology and software resources throughout the mathematics curriculum to support the development of understanding (TPEs 1A, 4, 5, 9)

REQUIRED TEXTS:

California Department of Education (1999). *Mathematics Framework for California Public Schools K-12*. Sacramento, CA. \$17.50, ISBN: 0-8011-1474-8

<http://www.cde.ca.gov/cdepress/math.pdf>

Van de Walle, J. (2004). *Elementary and Middle Schools Mathematic: Teaching Developmentally*, Sixth Edition. Allyn & Bacon. Boston, MA. ISBN0-205-38689-X

Recommended Supplemental Texts:

Marilyn Burns, (2000). *About Teaching Mathematics: A K-8 Resource*, Second Edition.

Math Solution Publications. Sausalito, CA. \$32.95, ISBN: 0-941355-25-X

Susan Chapin & Art Johnson, (2000). *Math Matters: Understanding the Math You Teach*.

Math Solution Publications. Sausalito, CA. \$24.95. ISBN 0-941355-26-8

You will need to purchase a quadrille paper journal to use for classroom assignments. Details in class.

**ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER
STUDENT LEARNING**

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC). The standards are uploaded in [EDMS 526 Blackboard, Course Document](#) section.

**COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF
ALL CHILDREN:**

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Mission Statement

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ATTENDANCE POLICY:

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, all students are expected to attend **all** classes for all courses. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

GRADING POLICY: (See the CSUCI General Catalogue for University Grading Policies)

A = 95 – 100%	C = 73 – 76%
A- = 90 – 94%	C- = 70 – 72%
B+ = 87 – 89%	D+ = 67 – 69%
B = 83 – 86%	D = 63 – 66%
B- = 80 – 82%	D- = 60 – 62%
C+ = 77 – 79%	F = 59% or lower

Grading Emphasis: Each assignment will be graded 85% on content and context (reflective and critical thinking, analysis and synthesis of information, pertinent details about the individual and the learning context; directly addressing the issues; effort and originality etc.), and 15% on mechanics (grammar, syntax, format etc.).

Submission Schedule: All assignments are due on the dates indicated. Assignments must be typewritten/word processed (11 or 12 point font) with the exception of ‘Reflective Practitioner Journals’, which may be hand written. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged. Assignments may be submitted electronically as text messages or attachments. Submit to e-mail address indicated or through Blackboard to ensure timely receipt and response.

Work submitted one session after the due date will be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor.

STUDENTS WITH SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

COURSE REQUIREMENTS & PROFESSIONAL PREPARATION STANDARDS ADDRESSED:

Participation in class discussions & activities	16 points (Standards 3e, 4d, 5f, 6b, 8Aa, 9f, 12)
2 Course reading summaries	8 points (Standards 4b, 8Aa, 11b)
3 Classroom observations and reflections	12 points (Standards 4d, 5f, 8Aa, 13f, 14e)
Text Use and Adaptation	6 points (Standards 1d, 8Aa,)
2 student assessments, evaluations and reflections	8 points (Standards 8Aa, 12d)

Contribution to peer learning: book & technology critique	8 points (Standards 8Aa, 9a/f/g, 12, 13f)
Design 10Fest learning activity (small group)	6 points (Standards 8Aa, 9a, 11b, 12f, 14e)
5 day unit of study and 2 formal / 3 informal lesson plans plus rationale (independent)	16 points (Standards 1d, 3d, 4a/d/e, 5f, 8Aa, 9a, 11b, 12d, 13f, 14e)
Attendance at Math Conference + 1 page reflection	8 points (Standards 4d, 8Aa, 9c.)
<i>TPA I (Sc 2)</i>	<i>12 points (Standards 1f, 6b, 8Aa, 9c, 19a)</i>
<u>Total: 100 points</u>	

Completion of **TPA Task 1 Scenario 2** is a part fulfillment of the CCTC requirements for the awarding of the M.S. Preliminary Teaching Credential. The assignment will be included in your portfolio. Details and a scoring rubric will be provided in class.

COURSE ASSIGNMENTS: Assignments must be typed, double-spaced and **reflect graduate university-level composition and exposition**. Use of electronic spelling and grammar checking is encouraged. Assignments may be sent electronically as attachments to e-mail address above.

COLLECTING TASKS AND ASSIGNMENTS: Save all tasks, activities and other documents. Submission dates are indicated in the schedule, unless by **prior** arrangement with the instructor.

LATE WORK: Assignments turned in past the due date must be dated and initialed at the Faculty Support office and placed in my mailbox in Bell Tower West, second floor. Late work receives partial credit—a reduction of 10% per day late, unless prior arrangements have been made.

Course assignments allow students to demonstrate growth toward acquiring the professional knowledge, skills and abilities described in the Teaching Performance Expectations (TPEs) indicated in parentheses.

- 1. Participation in Class Discussions and Activities** (16 Points)
 Class activities require full participation and professional discussion amongst work group members. It is expected that each candidate will be an active, cooperative participant. Full participation can only occur when you attend the full session. (TPEs 1A, 3, 4, 5, 9, 11)
- 2. Two Summaries of the Assigned Course Readings.** (8 Points)
 Each week, readings will be assigned with the expectation that you are prepared to actively contribute to class discussions based on the work. Readings come from the required text, from materials in the CSUCI library or distributed in class or electronically. Two written summaries of the readings will be submitted. (TPEs 1A, 8, 9)
- 3. Three Classroom Observations and Reflective-Journal Entries** (12 Points)
 You are required to make **three** careful and thoughtful observations in mathematics classes. Classroom observation records and introspection journal entries are written as reflections on your professional experiences and interactions with the co-operating teacher and school children. They should synthesize personal reactions to how teachers and students work in the classroom, the discourse that takes place, the physical and social aspects of the learning environment, performance indicators, use of technology, strategies for EL students and universal access etc. You should raise any unresolved questions linked to these experiences that would add to class discussions. (TPEs 1A, 2, 4, 5, 6A, 7, 8, 9, 10, 11)
- 4. Two Assessments of Children’s Mathematical Thinking** (8 Points)
 You will pose problems to 2-3 students, record and provide an interpretation of the students’ responses. You should include: the students’ work sample, your analysis of what the student knows and can do based on the CA Mathematics Content Standards, and suggestions for ‘next steps’ for each student. (TPEs 3, 8, 9)
- 5. Text Use and Adaptation** (6 Points)
 Three assignments will be based on a textbook used at the school placement. This requires you to examine content, alignment with state content standards and assessment tools, and to adapt material to support students’ learning needs and develop problem-solving skills. (TPEs 1A, 3, 4, 5, 6A/B, 7)
- 6. Contribution to Peer Learning.** (8 Points)

You are required to provide and extend ideas for practice in local K-8 classrooms by finding & critiquing examples of technology and literature resources which will be shared through the class Blackboard. (TPEs 1A, 4, 5, 6A/B, 7)

7. Team Design / 10Fest Teaching Activity Project. (6 Points)

Working in teams of two or three, you will design a learning activity to be presented in class at the mid-point of the course. This will focus on teaching the concept of ‘10’ to early years learners. (TPEs 4, 5, 6A)

8. Develop a 5-day Math Unit (16 Points)

You will plan a one-week math unit that you will teach during student teaching. You will show alignment with the *CA Math Framework*, activities planned which demonstrate your understanding of the development of mathematical concepts, assessing and addressing the needs of diverse learners and teaching technologies and methods for effective instruction. TPA Task 3 will be embedded into this assignment. (TPEs 1A, 2, 3, 4, 5, 6A/B, 7, 9, 10, 11)

9. Continued Professional Development (CPD). (8 Points)

There are many local opportunities to attend professional development events: seminars, conferences etc., to further your knowledge and provide information, ideas and insights. It is expected that you will attend at least one such event and present a brief report of your experience. (Information will be distributed in class. (TPE 4, 13)

TPA Task 1, Scenario 2. (12 Points)

This take home task will be submitted as part of your Professional Performance Portfolio. Details will be given in class. The scoring will count into your course grade. (TPE 3)

Classification of Course Assignments

Reflections on Classroom experiences should be written in Fieldwork Journals.

Notes should be made in your journal when you are observing / participating in the classroom and reflections added after the lesson. While there is a specific focus for each of the required observations, you should also attend to important elements of the classroom experience, such as:

- the classroom environment,
- classroom management,
- performance indicators and assessment tools used,
- questioning techniques,
- use of the adopted math curriculum / text,
- strategies for universal access including specific strategies for including ELL students,
- how learning tasks are differentiated,
- the use of concrete materials, math literature, math games and/or technology to support mathematical learning.

		Due date:
Knowledge of Theory	2 Summaries of chapters.	9/21 10/23
Observation	Math classroom environment	9/7
	Children at work	9/28
	Lesson structure and instructional method - using CSUCI lesson plan	10/12
Assessment	Place Value	9/14
	Computation	10/3
Resources	Technology recommendation	10/17
	Literature connection recommendation	10/19
	Plan and find resources for math unit	ongoing
Use of Texts	Apply standards to chosen lesson	9/12
	Critique of 2 text book tests	10/10
	Adapt chosen lesson to problem solving task	9/19
Create	10 Fest activity: Game/Tool to teach a concept of 10	9/21
	Mini unit: 5-day unit of study aligned to TPA Task 3 guidelines. Topic TBA in consultation with cooperating teacher.	10/27
CCTC Teaching Performance Evaluation	Task 1, Scenario 2	10/23

Outline of Class Sessions and Assignments

(These may change depending on circumstances, advanced notification will be given.)

Session	Pedagogy	Content	Readings/ Assignments	Due
1. 8/29	Rote learning versus active mental engagement. Convention versus cultural differences in multiplication. Changing face of school math. National Standards. State mandates. Content standards.	Russian peasant / Lattice multiplication methods. Foundations of present day math curriculum and instruction. NCTM versus SACS. Data works.	Read: <i>Van de Walle</i> Chpts: 1 -3 <i>CA Math Framework</i> Chpts: 1, 2 & 7 Journal writing / what would your classroom 'look like'?	8/31
2. 8/31	Examples of 3 different instructional approaches. Encouraging creative solutions. Principles underpinning math programs. Communicating math ideas.	Condominium problem. 6 NCTM Principles Mathematical discourse. Journal writing. Readings Discussion sheet	Read: <i>Van de Walle</i> Chpts: 4 <i>CA Math Framework</i> Chpts: 4	
3. 9/5	What would your classroom 'look like'? What are children doing to meet math goals? Looking inside the classroom - making teaching practice visible. The Balanced Curriculum. Exercises, Problems and Investigations. Building a language for mathematics conversations.	Teaching practice; real and ideal. Group discussion. NCTM process skills. Marilyn Burns video – What constitutes active engagement? What are the elements of the problem solving classroom environment? Opening up problems from text books.	Read: <i>Van de Walle</i> Chpts: 9 <i>CA Math Framework</i> Chpts: 2, p20 onwards Observation 1: Physical environment : What message is sent about math by the classroom appearance? Thinking ahead. Explain to your CT that you will be required to design, plan and teach a 5 day math unit. Ask your CT how the curriculum content and organization is planned for the year. Does s/he have any suggestions for you: will you need to use the set curriculum; will you be able to bring your creative skills to devising and delivering the unit?	ASAP after 9/7
4. 9/7	Pre-computational / pre-place value mathematics. Stages of mathematical development.	Sequence of acquiring early numeracy foundation skills. What does it feel like to count? Modeling base ten. Info on 10 fest activity. Groups of ten. Ten and beyond.	Read: <i>Van de Walle</i> Chpt: 10 Thinking ahead. Begin to organize and plan for 10 Fest activity (9/21)	

Session	Pedagogy	Content	Readings	Due
5. 9/12	Cognitively Guided Instruction Problem types. Classification of solution strategies. Assessing Early stages of number understanding. Math Recovery.	Meaning for additive and subtractive operations. LUCI Video Levels of sophistication in solving problems. (Classroom visits.)	Read: <i>Articles in E library.</i> Use of Texts: Apply standards to lesson chosen from classroom text and critique the lesson. Find two end-of-chapter tests from a text book . Ask your CT: How are students assessed in math throughout the year? Look at examples of the assessments that will be used this year. Make notes about what they claim to assess and examples of the test items. How are results and evidence documented and stored? Be prepared to share the information in class.	9/19
6. 9/14	Structures and models for operations.	(Classroom visits.) Multiplication and division.	Read: <i>VdW</i> , Chapter 5. <i>CA Framework</i> , Chapter 5 “Assessment” pp. 194-200 <i>Greenwood article:</i> “On the Nature of Teaching and Assessing”. Use of Texts: Using the two end-of-chapter tests from class text book . How well do you think they get at the important concepts of the chapter? Do the items ask for students to model ideas? Is conceptual understanding addressed or are they entirely procedural focused?	10/10
7. 9/19	Building assessment into instruction: data driven planning. Assessing the (older) child or assessing the problem?	Building an understanding of ten and beyond. Mental math, exercises and performance tasks. Assessment, recording results and reporting. Marilyn Burns – assessment video. Teachers’ viewpoints.	Read: <i>Van de Walle</i> Chpt: 6 and 7 Assessment 1: Place Value Ask your CT how the curriculum content and organization is planned for the year. Does s/he have any suggestions for you: will you need to use the set curriculum; will you be able to bring your creative skills to devising and delivering the unit?	9/14
8. 9/21	Lesson planning and differentiation: supporting & involving at-risk learners, language learners and children of high mathematical potential. Problem based lessons. Grading issues.	Place value.	Read: <i>Van de Walle</i> Chpt: 13 Theory: Summary of Chapters – Prompt will be given in class.	9/26

Session	Pedagogy	Content	Readings	Due date
	Setting homework.			
9. 9/26	Building relationships and sense making. Explorations.	Number properties – odds and evens, square/triangular/pyramidal numbers. Fibonacci sequence and Pascal’s triangle.	10 Fest activity: Game/Tool to teach a concept of ten Read: <i>VdW</i> , Chapter 22. Use of Texts: Adapt chosen lesson to problem solving task	9/28
10. 9/28	Mathematics as the science of patterns. Encouraging logical thinking.	Algebra for all ages. Functions – relationships. Variables – Hands on Equations.	Read: <i>VdW</i> , Chapter 15. Article: <i>Benchmarking Fractions</i> Begin to plan and find resources for math unit.	ongoing
11. 10/3	Modeling and visualizing fractions. Construction of meaning. Unit planning.	Seeing Fractions: 3 models for fraction concepts – part of a whole. Beyond one.	Read: <i>VdW</i> , Chapter 16. Observation 2: Children at work.	10/5
12. 10/5	Building conceptual understanding of operation procedures. Unit planning.	Operations on fractions	Read: <i>VdW</i> , Chapter 17. Resources: Technology recommendation	10/17
13. 10/10	Connecting the different forms of fractions. Generalizations and connections.	Decimal and percentage.	Read: <i>VdW</i> , Chapter 20. Assessment 2: Computation	10/12
14. 10/12	Integrating math and literature; infusing technology into math program; ‘putting math into words’, writing to explain.	Geometry – <i>van Heile’s</i> levels of thought	Read: <i>VdW</i> , Chapter 19. Resources: Literature recommendation	10/17
15. 10/17	Invented strategies, invented formulae. Dealing with differences.	Measurement: Moving from non-standard to standard units of measurement.	Read: <i>VdW</i> , Chapter 21. Observation 3: Lesson structure and instructional method - using CSUCI lesson plan	10/19
16. 10/19	Investigation: gathering, displaying and interpreting information. Multiple intelligences. Questioning techniques.	Data Collection Probability	TPA Task 1, Scenario 2	10/23
Final Work Due: Summary of Chapters; Task 1, Scenario 2; 10/23 Teaching unit: 5-day unit of study following guidelines provided. 10/27 (Topic TBA in consultation with cooperating teacher.)				

**California State University Channel Islands
Multiple Subject Teacher Credential Program**

EDMS 527-01

History, Social Studies and Integrated Arts (4 units)

Dr. Kathleen Contreras

kathleen.contreras@csuci.edu

Office: Bell Tower West 2115; phone 437-8976

Office hours: Th. 3:30-4:30 p.m. (by appointment)

Class Meeting: Th. 4:30-8:15 p.m.

CSUCI MISSION STATEMENT

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

Alignment of Standards For Educator Development To Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

TPE'S ADDRESSED IN EDMS 527

TPE 1a: Subject Specific pedagogical Skills for a MS Teaching Assignment

TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretations and Use of Assessments

TPE 4: Making Content Accessible

TPE 5: Student Engagement

TPE 6a: Developmentally Appropriate Practices in grades K-3.

TPE 6b: Developmentally Appropriate Practices in Grades 4-8.

TPE 6d: Developmentally Appropriate Practices for Special Education

TPE 7: Teaching English Learners

TPE 8: Instructional Technologies

TPE 9: Using Technology in the Classroom

TPE 10: Instructional Planning

TPE 11: Instructional Time

TPE 12: Professional, Legal, and Ethical Obligation

LEARNING OUTCOMES

Students completing EDMS 527 will:

- Become knowledgeable, access and use the California History/Social Science Framework, the Content Standards for the California History/Social Sciences.
- Relate the above mentioned frameworks and content standards to classroom practice during supervised fieldwork/student teaching;
- Understand the value of incorporating primary source materials, children's literature, technology, the arts, and oral history into integrated social studies instruction;
- Increase her/his awareness related to the multitude of community and web resources available for teachers and the ways in which these resources can be used to inform, support, and strengthen the social studies program;
- Develop lessons using primary source materials, infusing multicultural/lingual perspectives, and implementing them into a social studies unit of instruction based on appropriate grade-level studies, utilizing Specially Designed Academic Instruction in English or primary language instruction in Spanish.

- Design curricula that reflect a variety of instructional strategies and that enhance and enrich children’s inquiry and higher-level thinking skills through active participation;
- Appreciate the social sciences and history as a field of study; and
- Utilize technology via the use of presentation software and electronic research tools.

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

STANDARDS FOR SUCCESSFUL PARTICIPATION:

All participants are expected to attend every session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be “made up” outside of class. If you cannot be in class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade.)

Attendance Policy

Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, all students are expected to attend all classes. At a minimum, students must attend more than 90% of class time, or it will impact your grade. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s (he) MUST contact the instructor as soon as possible via email. At a minimum, students must attend 15 out of 16 of all classes without affecting the grade. Each additional absence will result in a loss of 5 points, unless extenuating circumstances are evident and made known to instructor.

PREREQUISITE:

Must be officially admitted to the Multiple Credential Program.

Class Description

Focuses on curriculum for History, Social Sciences and Arts as delineated by the California Content Area Standards and the Curriculum Frameworks. Includes curriculum development, methods, techniques, planning and assessment in history, social studies and integrated arts. Needs of English Language Learners and exceptional children, technology for teaching and learning is integrated.

Grading Policy:

(See the CSUCI General Catalogue for University Grading Policies). Grading Scale: A=95-100, A-=90-94, B=80-89, C+=77-79, C=73-76, C-=70-72, D+=67-69, D=63-66, D-=60-62, F=59 or lower.

Submission Schedule: Because of the concentrated nature of this session, all assignments must be submitted on their due date. Work submitted one session after the due date would be reduced by one letter grade (the point equivalent). Work submitted beyond one session late will receive no credit, at the discretion of the instructor.

Required Texts

All written materials and web resources will be available in class or online through Blackboard. **It is your responsibility to check BLACKBOARD frequently.** <http://csuci.blackboard.com>

Student Evaluation

All assignments are due on the dates indicated. Assignments must be typewritten/word processed, double-spaced, standard margins. It is expected that all assignments will reflect university-level composition and exposition. If absent, assignments must be submitted electronically to Blackboard Digital Drop box by the due date. Otherwise, for each day late, grade will be lowered by one letter grade. Please talk to me if extenuating circumstances prevail.

Assignment Description

1. History-Based Writing (5x 5 pts. ea=25 pts.)

--See writing sample styles distributed in class. Using format distributed in class, write an example for each writing style. Write the K-6 History/SS standard on the back.

2. Historical Fiction literature lesson (15 pts.)

Use the model lesson format distributed in class to plan and teach a historical fiction lesson aligned with the K-6 History/SS standards.

3. Multiple Ways Of Understanding A Global Society: *Preparing Our Students as Global Citizens* (20 pts.) (Groups of 3-4).

Read, critically analyze, and deliver a group presentation on one of the *IEARN* (International Education and Resource Network) projects. Guidelines to be distributed in class.

http://us.iearn.org/professional_development/multimedia/table_contents.html

5. Teaching Performance Assessment (TPA) Task #1: (10 pts.)

Grade 4 California History—Adaptation of **Content-Specific Pedagogy (History/SS) for Students with Special Needs**. Read and review the TPA case study presented in class. Individually, write a reflection on why the case is effective. As a group, write at least five alternative classroom strategies that meet the needs of this special student.

6. Interdisciplinary Unit & Living History Museum (Groups of 4-6) (30pts.)

Plan, design, and implement a collaborative, hands-on Living History K-6 project and related interdisciplinary unit for a chosen grade level and aligned with the History/SS content standard. (See Living History guidelines for details).

EDMS 529: Science, Health and Physical Education, Fall 2006
MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

Professor: Dr. Robert Bleicher
Office: Bell Tower West, Rm 1112
Office Hours: After class
Telephone: (805) 437-8508
Email: bob.bleicher@csuci.edu

Class Meeting Time: *Monday and Thursday, 8.30 – 12.15 August – October*
Place: Room 1726 Bell Tower

COURSE DESCRIPTION:

Through this course students learn and apply recommended methods for teaching physical, life and earth science, health and physical education to students (K-8) based on research and theory. Students reflect upon their personal development and abilities to integrate theory and practice in science, health and physical education with other subject areas. Needs of English Language Learners and exceptional children, technology for teaching and learning is integrated.

REQUIRED COURSE TEXTS:

EDMS 529 electronic coursepack at <http://csuci.docutek.com/coursepage.asp?cid=59>.
The password is “coach”

Recommended Text:

Brooks, J.G. & Brooks, M.G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD.
Carnes, Cliff. (1983). *Awesome elementary school physical education activities*. Carmichael, CA: Cliff Carnes:

COURSE GOALS - To expand your understanding of:

- A. Planning and Instruction:** Short and long term planning and expand your repertoire of instructional strategies in order to help each student become a more capable learner in science, health and physical education.
- B. Assessment:** A variety of assessment techniques and methods used in science, health and physical education.
- C. Learning Theories:** Theories of learning and intellectual development and the basic learning skills needed by students to learn science, health and physical education.
- D. Content Knowledge and the Content Standards:** Science, health, and physical education content and how the California Content Standards organize content to facilitate meaningful student learning.
- E. Teaching Diverse Students:** Teaching diverse learners in science, health, and physical education.
- F. Technology in Teaching:** The role of technology in learning and teaching.

DISCIPLINE SPECIFIC GOALS – To expand your understanding of:

Science:

- S. A. Science and Science Education:** Various dimensions that contribute to the Nature of Science and their implications for science teaching.
- S. B. Scientific Inquiry:** The process of scientific inquiry, your appreciation of the implications for science teaching, and your skills in helping students develop science process skills, reasoning skills, and thinking skills.

Health:

- H. A. Health of Self and Others:** How to teach children to promote the lifelong health of themselves and others.
- H. B. Growth and Development:** How the growth and development of children affects their learning.
- H. C. Health Resources:** How to access the resources available to health related instruction.

Physical Education:

- PE. A. Motor skills & Abilities:** How to develop a variety of motor skills and abilities in students.
- PE. B. Healthy Lifestyles:** How to develop student recognition of the importance of a health lifestyle.
- PE. C. Human Movement:** How to develop student knowledge of human movement.
- PE. D. Games and Sports:** How to develop student knowledge of the rules and strategies of games and sports.
- PE. E. Confidence and Self-esteem:** How to develop student self-confidence and self-esteem in relation to physical education and recreation.

Alignment of Standards for Educator Development to Foster Student Learning

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

EDMS 529 addresses the following California Commission on Teacher Credentialing Standards:

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

Program Standard 5a. 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 provides access to the core curriculum and leads to high achievement for all students.

Program Standard 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.

Program Standard 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;

Program Standard 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.

Program Standard 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.

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

Program Standard 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.*

Program Standard 8: Pedagogical Preparation for Subject-Specific Content Instruction

Program Standard 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.

Program Standard 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.

Program Standard 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.

Program Standard 9: Using Technology in the Classroom

Program Standard 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.

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

Program Standard 9 (e). Each candidate interacts with others using e-mail and is familiar with a variety of computer-based collaborative tools (e.g., threaded discussion groups, newsgroups, lists servers, online chat, and audio/video conferences);

Program Standard 9 (h). Each candidate demonstrates competence in the use of electronic research tools (e.g., access the Internet to search for and retrieve information and the ability to assess the authenticity, reliability, and bias of the data gathered).

Program Standard 13: Preparation to Teach English Learners

Program Standard 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

Program Standard 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.

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

Program Standard 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.

Students completing EDMS 529 will be able to demonstrate the following Teaching Performance Expectations (TPEs).

TPE 1A	Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
TPE 3	Interpretation and Use of Assessments
TPE 4	Making Content Accessible
TPE 6	Developmentally Appropriate Teaching Practices
TPE 6A	Developmentally Appropriate Practices in Grades K-3
TPE 6B	Developmentally Appropriate Practices in Grades 4-8
TPE 7	Teaching English Learners
TPE 8	Learning about Students
TPE 9	Instructional Planning
TPE 10	Instructional Time
TPE 11	Social Environment
TPE 12	Professional, Legal, and Ethical Obligations
TPE 13	Professional Growth

CSUCI Mission Statement

Placing students at the center of the educational experience, 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 multicultural and international perspectives.

“Opportunity – Collaboration – Integration – Community”

COURSE GOALS, OBJECTIVES, AND ASSESSMENTS

A. Planning and Instruction:

The student will be able to write appropriate goals and measurable objectives for science units and lessons.

- a. Write Unit Goals for the Curriculum Unit that are consistent with the definition and nature of science, goals and objectives of American science education, and your philosophy of science. Use capital letters to label your unit goals. Include an explanation of how your unit goals are consistent with the goals and objectives of American science education.

Evaluation criteria: Consistency; appropriate for target audience; appropriate phrasing; explanation present.

- b. Write Lesson Objectives for 5 Lessons to be included in the curriculum unit that are consistent with the unit goals, unit concept map, the students’ previous knowledge and ability level. Use numbers to label your lesson objectives. Provide a reference to the unit goal for every lesson objective.

Evaluation criteria: Consistency; appropriate for target audience; goal references.

The student will be able to use improved questioning strategies in their science teaching.

- a. In each of the 5 lessons in the curriculum unit, include questioning strategies that will guide classroom discussion and development of a concept. Showcase questioning in one of the 5 lessons (Lesson Plan 1 Focus on Questioning).

Evaluation criteria: Appropriate questioning strategies included; includes a range of questions designed to develop essential features and relationships of a concept; appropriate questioning strategy explicitly labeled within lesson plan.

The student will be able to use directed reading lessons in their science teaching.

- a. Use a Directed Reading Lesson within the curriculum unit to help students learn science concepts from their reading assignments.

Evaluation criteria: Directed reading lesson is appropriate, completely described and explicitly labeled within the lesson plan.

- b. Bring a Science Resource to Share in Class from classroom science magazine (e.g., Ranger Rick, Junior National Geo, etc.). Be able to discuss the merits of the article and how it would help you achieve your lesson objectives.

The student will be able to demonstrate various teaching strategies.

- a. Design one 5-10 minute mini-lesson using a Science Demonstration to be taught in class.
- b. Micro-teach one 20-30 minute lesson to peers in class (use one of your lessons from your curriculum unit).

- c. Include, within the curriculum unit lessons, A Variety of Teaching Strategies such as: lecture, discussion, cooperative learning, simulations, games, and others.
Evaluation criteria: Teaching strategies are explicit within lessons; a range of appropriate strategies is used.

B. Assessment

The student will be able to create and use a variety of assessment strategies in their science lessons, including special considerations for English Learners and special needs students.

- a. In each of the 5 lessons in the curriculum unit, include assessment strategies such as: concept mapping, rubrics, authentic assessments, and various types of test questions (multiple choice, matching, true/false, short answer, and essay). Be sure to explain which objective the strategy is assessing within your lesson plan. Be sure to label each assessment as formal/informal and diagnostic/formative/summative. Showcase assessment in one of the 5 lessons (Lesson Plan 3 Focus on Assessment)

Evaluation criteria: Assessments are varied throughout lessons in the curriculum unit; assessments match lesson objectives; various cognitive levels are covered appropriately; explanations present.

- b. For the curriculum unit, create a comprehensive Summative Unit Assessment Plan that matches the unit goals. Be sure to explain what objectives and goals are being assessed. Include a key or rubric as appropriate. Include a breakdown of unit points for all assignments, tests, and projects.

Evaluation criteria: Assessment matches unit goals; appropriate to the unit content; various cognitive levels covered appropriately; explanation present; all grading instruments are included; distribution of unit points is included.

- c. Plan for the implementation of TPA Task 3 Forms – Planning for this Task. The preparation for this portion of the TPA will take place during the EDMS 529 course. The implementation can take place anytime during the field placement.

Evaluation criteria: Explicit and detailed evaluation criteria are included in the Directions to TPA Task 3 handout.

C. Learning Theories

1. The student will be able to discuss a variety of issues with respect to students' previous knowledge and science learning, assess the previous knowledge of students, and develop lessons that help students exchange develop more sophisticated science knowledge.
 - a. In each of the 5 lessons in the curriculum unit, develop Instructional Strategies That Ascertain Students' Previous Knowledge. (Include an explicit description of the features of the lesson(s) designed to accomplish this objective.)
Evaluation criteria: Instructional strategies ascertain previous knowledge; strategies are made explicit to the reader.
2. The student will be able to describe the influence of modern learning theories on science education and utilize these theories in various aspects of the curriculum unit.
 - a. In the curriculum unit, develop one Lesson that Models a Learning Theory of Piaget, Vygotsky, Ausubel, Bruner, Gardiner or some other learning theorist. Include an explicit description of the features of the lesson designed to accomplish this objective.
Evaluation criteria: Accurate details of the learning theory; appropriate strategies used.

D. Content Knowledge and the Academic Learning Standards

- The student will be able to create concept maps for science content and concepts.
 9. Create a Content Knowledge Concept Map of her/his current content knowledge in a specific area of the California Content Standards.
Evaluation criteria: Appropriate concepts, arrows, linking words, hierarchy, and cross-links.
 10. Create a Concept Map for the Curriculum Unit for the major concepts and terms covered in the curriculum unit.
Evaluation criteria: Appropriate concepts, arrows, linking words, hierarchy, and cross-links.
- 2. The student will be able to organize science content in a way to facilitate meaningful learning.
 - a. Organize the lessons in the Unit so Content Flows from one lesson to the next and is not disconnected from the unit as a whole. Include a description that relates your lesson topics to one another and your unit concept map. All lessons should be in the CSUCI lesson plan format.
Evaluation criteria: Description; lesson organization and flow; correspondence to concept map; correct and complete CSUCI format.

E. Teaching Diverse Students

1. The student will be able to describe the role science plays in various cultures or groups of people throughout the world.
 - a. Research and write a half page of notes to participate in a Science and Diversity Panel Discussion in class on the role of science in a culture that is diverse or different from your own. Lab partners will read the same article, but compose individual notes.
Evaluation criteria: Reading notes succinct but effective in supporting participation in an in class panel discussion about science and diversity issues. Active participation includes appropriate interaction with peers and leadership in contributing to the flow of the class discussion.

F. Technology in Teaching

1. The student will be able to infuse technology into their science teaching.
 - a. Locate and include Information From The Internet to be included all 5 lessons of the curriculum unit. *Evaluation criteria:* Information cited; appropriate to goals of unit; explicitly identified and described in lesson plan.
 - b. Locate and Share Two Websites via Blackboard related to science or science teaching that you have found valuable. Write a brief synopsis on each site to share with classmates.

Discipline Specific Goals, Objectives, and Assignments

Science

S. A. Science and Science Education

- 5) The student will be able to formulate and explain a personal definition of science describing the nature of science with respect to its products, processes, assumptions and values, and describe the implications of this definition within the context of the goals and objectives of American science education and develop a personal philosophy of science education.

- Write a two to three page paper that presents your Personal Philosophy of Science Education based upon the history of science education, the nature of science, and the goals and objectives of American science education. Use at least three sources.
Evaluation criteria: Topics covered; 3 sources; logical arguments, summary; English grammar and mechanics; APA style.

S. B. Scientific Inquiry

- 1) The student will be able to describe the nature of inquiry, discuss the relative merits of inquiry, distinguish between inquiry and non-inquiry activities, evaluate inquiry materials and write inquiry labs.
 - a. Conduct in-class inquiry activities and discuss the merits of each.
 - b. Include at least one inquiry lesson in the curriculum unit (Lesson Plan 2 Focus on Inquiry).
Evaluation criteria: Constructivist Theory evident in plan; activities in lesson completely described; all phases of the learning cycle or other inquiry teaching strategy evident and clearly labeled.

Health

H.A. Health of Self and Others

1. The candidate will be able to explain how to teach children to promote lifelong health of themselves and others. **TPE: 6A, 6B, 7**
 - a. Help create a Lifelong Health Activity in class to teach children to promote lifelong health. This will be done with your lab partner and then with the whole class.
Evaluation criteria: Your active participation first with your lab partner, then with whole class to develop a useful Health Lesson activity that includes our learning objectives for students and is aligned with the California K-8 Health Content Standards.

H.B. Growth and Development

1. The candidate will be able to describe how the growth and development of children affect their learning. **TPE: 6A, 6B**
 - a. Create a Growth and Development Chart of the growth and development of K-6 students. This will be done in class with your lab partner.
Evaluation criteria: Understanding of correct theory and principles of growth and development is evident in the chart; some differentiation between at least K-3 and 4-6 grade students is indicated.

H. C. Health Resources

1. The candidate will be able to identify and collect appropriate resources for health education.
 - a. Find, collate, and annotate at least 4 Health Resource Materials to use when teaching a health lesson. Include at least 1 but not more than two internet resources. Other resources should be magazine, books, audio-visual materials, or curriculum kits.
Evaluation criteria: A minimum of four annotated resources. (More annotation than simply “a cool site with lots of useful stuff”.) Send this assignment as an email attachment.

COURSE POLICIES FOR DR ROBERT BLEICHER

1. PROFESSIONALISM

Attendance and participation requirements:

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Therefore, you will be expected to attend class sessions--arriving on time and staying until the class is dismissed. Any combination of two tardies or early departures will count as an absence. If you know you will not be attending class, for whatever reason, call ahead of time. Also, let your lab partner know so she/he can collect handouts for you and fill you in later about what you missed. You will also be expected to participate in discussions and activities. Six points will be awarded for acceptable class participation each day. No points will be awarded if you are absent.

2. ACADEMIC HONESTY AND INTEGRITY

Students are expected to maintain the highest professional standards of academic honesty and integrity. Academic dishonesty (cheating, fabrications, plagiarism, forgery, etc.) will result in a grade of "F" for the assignment, project, or test. In cases where the cheating or plagiarism was premeditated or planned, students may receive an "F" for the course. Therefore, submit your own work and cite your sources when referencing the work of others. Please see me if you have questions or concerns.

3. ASSIGNMENTS

All assignments must be typed (12 point Times New Roman), double-spaced when appropriate, and have 1" margins to receive consideration for full credit. All referenced works must be cited using APA professional format. Content and mechanics will be considered when grading written assignments. It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar checking is encouraged.

4. LATE WORK

All assignments should be submitted in class on the specified due date. Late work will receive consideration for partial credit - a reduction of 20% of the grade if less than one week late – otherwise a reduction of 40% of the grade.

5. Final Course Grade: Grading Scale:

<i>Percentage</i>	<i>Grade</i>	<i>Percentage</i>	Grade
95-100	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	0-59	F

STUDENTS MUST RECEIVE A "B" OR BETTER IN THIS COURSE TO BE CONSIDERED PASSING

6. STUDENTS WITH SPECIAL NEEDS

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

COURSE ASSIGNMENTS – EDMS 529 Fall 2006

August 31

Content Knowledge Concept Map: Create a concept map of your current content knowledge in a specific area of the California Content Standards. (In class with your CU Partner).

Evaluation criteria: Appropriate concepts, arrows, linking words, hierarchy, and cross-links.

September 7

Growth and Development Chart: Create a chart of the growth and development of K-6 students. (In class with your CU Partner).

Evaluation criteria: Understanding of correct theory and principles of growth and development is evident in the chart; some differentiation between at least K-3 and 4-6 grade students is indicated.

September 14

Unit Goal/Lesson Objectives is due for feedback if you would like it. You will have the opportunity to revise it before it is handed in with the Curriculum Unit for grading on March 7.

September 18

Concept Map for the Curriculum Unit is due for feedback if you would like it. You will have the opportunity to revise it before it is handed in with the Curriculum Unit for grading on March 7.

September 25

Science Demonstration: Design and teach a 5-10 minute mini-lesson using a demonstration activity (In class - Individual).

Evaluation criteria: An engaging, attention grabbing demonstration. All materials present that are required to do the demonstration. Evidence that you have tried the demonstration out and that it works as planned.

October 2

Science Resource to Share in Class: Bring one classroom science resource (can be a teacher resource or one to use with children: e.g., Ranger Rick, Junior National Geo, etc.) that you will bring to class to share with your peers. Be able to discuss the merits of the resource and how you imagine that it might be used in science teaching. (In class – individual assignment)

Evaluation criteria: Appropriate science resource for primary or elementary school, interesting resource that peaks children's interest in science.

October 2

TPA Task 3 Forms – Planning for this Task: The CCTC required forms for Task 3 are provided in the Electronic Coursepack for EDMS 529. You will have some class time to begin planning for this important section of the TPA.

Evaluation criteria: Detailed criteria are given in the Directions for completing Task 3 of the TPA. While not part of the EDMS529 grade as such, the work done in this methods course prepares you for completing it in your field placement.

October 5

Micro-teach a 20-30 minute lesson to peers in our EDMS 529 class (use one of your lessons from your curriculum unit). This is done with your Curriculum Unit Partner. The goal is to engage the class in an instructional activity you have planned in one of your unit lessons. It is a “micro” teach because you do not have time to teach the whole lesson, only part of it. (Do **not** summarize or “walk” us through your lesson plan.)

Evaluation criteria: You will receive a Rubric for evaluating the microteaching lesson later.

October 9

Curriculum Units due on or before this date (You do this assignment with your Curriculum Unit Partner)

The Curriculum Units consist of 3 parts:

1. Planning Documents (Unit Goal/Lesson Objectives & Concept Map)
2. Five Lesson Plans with Supporting Materials
3. Overall Curriculum Grading Scheme

(Note: The Curriculum Unit (CU) is not just 5 sequenced lesson plans. It is a “ready-to-teach” resource with all the materials (overhead transparencies, kits, worksheets, games, etc.) required to implement a well-written lesson plan. The CU should be tendered in a professionally presented bound folder. Several examples of successful CUs will be provided to illustrate this.)

More details about the Curriculum Unit and the Grading Schemes that will be employed to evaluate its quality are given on a separate handout.

COURSE ASSIGNMENTS (28 September, 2006)

Assignment Description	Due Date	In Class / Homework	Individual or Team	Points
Content Knowledge Concept Maps	Aug 31	In Class	CU Partner**	10
Growth and Development Chart	Sep 7	In Class	CU Partner	10
Unit Goal/ Lesson Objectives Lesson	Sep 14	Homework	CU Partner	check
Concept Map Curriculum Unit	Sep 18	Homework	CU Partner	check
Science Demonstration	Sep 25	Homework	Individual	10
Lesson plan from CU	Sep 28	Homework	CU Partner	check
Micro-teach a Lesson Science	Oct 2	In Class	CU Partner	10
Resource to Share in Class			Individual	5

Task 3 forms and directions	Oct 5	Homework	Individual	check
Curriculum Units Due	Oct 9	Homework	CU Partner	185
Journals	Oct 16	Homework	Individual	20
Daily Participation 6 pts @ 15 classes	-	In Class	Individual	90
			TOTAL:	340

** CU Partner: These are assignments that you complete with your Curriculum Unit Partner

EDMS 529 FALL, 2006 Schedule (28 SEPTEMBER, 2006)

Week	Date	Topic	Reading Schedule
1	Aug 28 (1)	The Conceptual Journey Begins Concept mapping & the Frameworks	
	Aug 31 (2)	Nature of Science	Choose article from Nature of Science folder Electronic Coursepack (EC)
2	Sep 4 (3)	Holiday – Labor Day – No class	Holiday
	Sep 7 (3)	Multicultural Science Education/ Goals & Objectives in Teaching Science & Health	Choose article from Multicultural folder in EC NRC*: 1 & 2 (p. 24-37) in the Textbook Folder of EC
3	Sep 11 (4)	Inquiry and Teaching Sci & Health The Learning Cycle and Constructivist Learning Theory	Martin chapter – Planning for Understanding folder EC
	Sep 14 (5)	Academic Standards in Health and Science	
4	Sep 18 (6)	Process Skills & Questioning in Science & Health Teaching	NRC: 3 (p. 39-57) and NRC 4 in the Textbook Folder of EC
	Sep 21 (7)	Science Demonstrations	
5	Sep 25 (8)		Print out Directions and Forms for Task 3 from the TPA Task 3 folder of EC
	Sep 28 (9)	Sciencing and Safety; Technology in Science Teaching	Piaget Article in Constructivism Folder EC
6	Oct 2 (10)	Micro-Teaching; Celebrating the Conceptual Journey	
	Oct 5 (11)	Work on Curriculum Units/Activities/TPA Task 3	Bring Printed out Directions and TPA 3 form to class
7	Oct 9 (12)	P.E /rainy day activities	Curriculum Unit Due
	Oct 12 (13)	P.E / primary years	TBA
8	Oct 16 (14)	P.E / elementary years	TBA
	Oct 19 (15)	P.E/Health/Sci (Tentative Field Trip)	TBA

*National Research Council. (2000). *Inquiry and the national science education standards*.

Electronic Coursepack (EC) for EDMS529 <http://csuci.docutec.com/coursepage.asp?cid=59> password edms529

<http://www.cde.ca.gov/re/pn/fd/documents/health-framework-2003.pdf> resource for Health assignments.

<http://www.cde.ca.gov/re/pn/fd/sci-frame-dwnld.asp> resource for Science assignments

<http://www.cde.ca.gov/re/pn/fd/documents/pefrwk.pdf> and

http://www.californiahealthykids.org/articles/phys_review.pdf resources for PE assignments.

**EDMS 566: Initial Student Teaching Seminar
Fall 2006**

**MULTIPLE SUBJECT TEACHER CREDENTIAL PROGRAM
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

Professors: Jacki Gilmore and Phyllis Levine Telephone: (805) 437 - 8525
Office: Bell tower Building #1133 Email: jacki.gilmore@csuci.edu
shoppinphiliss@adelphia.net
Office Hours: Mon. – Thursday and Friday’s by appointment only!

Class Meeting Time: 4:00 p.m. to 5:50 p.m.
Section 1209 meets: 8-30, 9-6, 9-20, 10-4, 10-18, 11-1, 11-15, 11-29
Section 1874 meets: 8-30, 9-13, 9-27, 10-11, 10-25, 11-8, 11-22, 12-6
Weeks 1 - 10

Class Meeting Place: University Preparation School

Course Description:

Seminar sessions are intended as opportunities for Multiple Subject Teaching Credential candidates to share ideas and successes and discuss, clarify and resolve problems, queries and concerns related to the myriad issues and events that characterize classrooms. Additional topics will evolve from student led discussions.

Students completing EDMS 566 will:

1. Acquire direct and guided experience of teaching and learning in California K-8 public school classrooms with special emphasis on mathematical reasoning and problem solving skills (TPE’s 1A, 4, 5, 9)
2. Become acquainted with and gain insight into the developmental stages of students understanding and learning acquired by elementary and middle school students (TPE’s 4, 5, 8, 11)
3. Develop an understanding of the subject matter content appropriate for individual students in inclusive, diverse K-8 classrooms (TPE’s 4, 5, 7)
4. Apply findings from current research in observing, designing and appraising the content and organization of mathematics programs of study (TPE’s 1A, 9, 11, 13)
5. Assess and meet the multiple needs, skills and talents of students in multiple subjects and take account of the special needs of English Language Learners and exceptional learners and allow for the multiple ways students demonstrate understanding and progress (TPE’s 2, 3, 4, 7)
6. Continue to develop a repertoire of pedagogical techniques to enhance the delivery of an effective standards-based K-8 multiple subject program (TPE 4, 9, 13)
7. Collaborate with colleagues to select from and use state-adopted materials and other materials to design, evaluate and revise multiple subject programs, units of study and learning activities for the diverse learners found in K-8 classrooms (TPE 1A, 4, 9, 13)
8. Locate, evaluate and effectively integrate digital technology and software resources throughout the multiple subject curriculum to support the development of understanding (TPE 1A, 4, 5, 9)

COMMITMENT TO INFUSION OF COMPETENCIES TO ADDRESS THE NEEDS OF ALL CHILDREN:

The Teacher Education Program faculty is committed to infusing language, culture, special education/exceptionality, and technology and gender competencies across the curriculum. These competencies are drawn from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. These competencies are attached to the syllabus and the competencies covered in this course are highlighted.

ALIGNMENT OF STANDARDS FOR EDUCATOR DEVELOPMENT TO FOSTER STUDENT LEARNING:

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned societies. In particular, this course aligns with standards established by the National Council for the Accreditation of Teacher Education (NCATE) and the California Commission on Teacher Credentialing (CCTC).

Mission Statement

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"

STANDARDS FOR SUCCESSFUL PARTICIPATION:

All participants are expected to attend every session unless otherwise arranged. Participants who miss one meeting will be expected to complete a written assignment that pertains to the content covered on the day of the missed session. Participants are expected to be prepared for each session and to participate actively. All assessment/assignments must be handed in on the due date. Assignments must be typed and double-spaced. (You are expected to attend and participate in class. We will be engaging in discussions and activities in class that cannot be "made up" outside of class. If you cannot be in class you must send an email to the instructor prior to class. If you miss more than one meeting it will impact your grade.)

ATTENDANCE POLICY:

Attendance and participation requirements

As a future educator, you need to begin to develop a professional attitude toward all aspects of teaching, including your teacher education courses. Due to the dynamic and interactive nature of courses in the Multiple Subject Credential Program, students are expected to attend all classes-- arriving on time and staying until the class is dismissed. At a minimum, students must attend more than 90% of class time, or it will impact your course grade. Any combination of two tardies or early departures will count as an absence. If you know you will not be attending class, for

whatever reason, call ahead of time and I will prepare a packet of information for you. You will also be expected to participate in discussions and activities.

GRADING POLICY: (See the CSUCI General Catalogue for University Grading Policies)
This course is graded “CR/NC”.

STUDENTS WITH SPECIAL NEEDS:

Individuals who have any disability, either permanent or temporary, that might affect their ability to perform in this class or in the field are encouraged to inform the instructor at the start of the semester with a written note. Adaptation of methods, materials, testing, or practicum may be made as required to provide for equitable participation.

Agenda and learning outcomes:

DATE	<i>EDMS 566 Topics</i>	<i>Assignments</i>
8-30	Meet and Greet <ul style="list-style-type: none"> • Supervisors • Find out about placements • Pass out timesheets and go over importance • Expectations attendance Assignment: What procedures and rules does your cooperating teacher have in place? <ul style="list-style-type: none"> • Teach rules and procedures systematically, with • (1) explanation • (2) rehearsal and • (3) feedback (TPEs 11, 12, 13)	<ul style="list-style-type: none"> • Download cooperating teacher Handbook on Blackboard and give to cooperating teacher first meeting. • Download Student Teaching Handbook on Blackboard • Download Candidate’s Handbook Blackboard
9-6 or 9-13	Student teaching Handbook and TPA Candidate Handbook with directions for Task 2: <ul style="list-style-type: none"> • Review Handbook for Student Teaching • Review Candidate’s Handbook for TPA’s Discussion on rules and procedures Assignment: Observe a model lesson of your cooperating teacher (TPEs 1, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13)	Due: List of procedures and rules in your classroom.
9-20 or 9-27	Discussion on What you saw when you observed. Directions for Step One and Two <ul style="list-style-type: none"> • Academic Content Section • Student Characteristic • Learning About Two Focus 	Due: Observing a lesson worksheet.

	<p>Students (TPEs 1, 2, 3, 4, 5, 6B/C, 7, 8, 9, 10, 11, 12, 13)</p>	
10-4 or 10-11	<p>Directions for Steps 3 and 4</p> <ul style="list-style-type: none"> • Planning for Academic Instruction for Whole Class • Lesson Adaptations for the Two Focus Students <p>Review time with supervisors (TPEs 4, 7, 8, 9, 10, 11, 13)</p>	Due: Step One and Two ready for review with supervisors.
10-18 or 10-25	<p>Video Taping Assignment</p> <ul style="list-style-type: none"> • Permission Slips • Benchmark Videos <p>How to observe? Review time with supervisors (TPEs 1B, 2, 4, 5, 6B/C, 7, 10, 11, 13)</p>	Due: Step 3 and 4 ready for review with supervisor.
11-1 or 11-8	<p>How to write a resume?</p> <ul style="list-style-type: none"> • Examples • Outline • Action Verbs <p>(TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)</p>	Try to have video's done by 11-8.
11-15 or 11-22	<p>Supervisors Meeting Help session for Task 2 (TPEs 1B, 2, 3, 4, 5, 6B, 6C, 7, 8, 9, 10, 11, 12, 13)</p>	Resumes Due
11-29 or 12-6	<p>Evaluations and Feedback Summative reflection on the practical experience.</p> <ul style="list-style-type: none"> • cooperating teacher • Supervisor • Cliff Rodriquez <p>(TPEs 13)</p>	Task 2 Due: 12-6-06

**EDMS 576: ADVANCED STUDENT TEACHING SEMINAR
MULTIPLE SUBJECT (1)**

Course Instructors:

- Dr. Arlene Miro and Dr. Carol Asari
- Bi-weekly, Room 2515
- 3:00-5:00 p.m.

Course Description:

- Bi-weekly two-hour discussion course
- A required course in the Multiple Subject Teacher Credential Program
- Prerequisite: Completion of EDMS 566 and corequisite 565, first semester student teaching
- Corequisite: EDMS 575, second semester student teaching
- General description: Seminar with assigned faculty and university supervisors designed to discuss relevant issues in the second semester of student teaching
- Semester Unit(s): 1

Course Objectives:

Students who successfully complete the course will be able to:

- Describe and reflect upon their own professional practices
- Examine and expand their repertoire of teaching strategies and techniques in order to effectively deliver a quality program of study to diverse K-8 students
- Describe and evaluate critical issues associated with diverse K-8 students, considering multiple needs and skills found in diverse classrooms
- Consider appropriate ways to collaborate with families and others in the school community to provide an inclusive and cooperative learning environment
- Identify and discuss steps in securing a K-8 teaching position

Course Content:

Students will analyze relevant student teaching issues and expectations of the student teaching experience through discussions of:

- Appropriate lesson planning, presentation, and reflection processes
- Assessment issues and methods
- Methods for developing positive parent communication
- Ways to support students with diverse educational needs and skills
- Video taped lessons taught and analyzed by student teachers
- Teaching Performance Assessment Tasks and teaching portfolios which student teachers will complete
- Job interview workshop and role playing
- Relevant Multiple Subject Credential acquisition information

References:

- State of California, California Commission on Teacher Credentialing, (2001). *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs*. Sacramento, CA: California State Department of Education

- State of California, California Commission on Teacher Credentialing, (2001). *Standards of Quality and Effectiveness for Professional Teacher Preparation Programs: APPENDIX A, Teaching Performance Expectations*. Sacramento, CA: California State Department of Education
- State of California, California Commission on Teacher Credentialing (2005). *California Teaching Performance Assessment*. Sacramento, CA: California State Department of Education

Course Requirements

Seminar students are required to attend all seminar sessions and participate fully in the activities and discussions. Instructors are to be notified in advance of any absences. The following assignments are required for successful completion of the class:

- Completed resume that students have reviewed and revised
- Completed cover letter that has also been reviewed and revised
- Participation in the mock interview
- A video taped lesson submitted along with
- Teaching Performance Assessment (TPA) Task 4, that provides background information, instructional sequence, and evaluation of the video taped lesson through the completion of a 6-step narrative
- Participation in all class discussions, presentations, and activities related to the seminar

Appendix C

Student Teaching Handbook

CSUCI Formal Lesson Plan Format

Student Teaching Evaluation Forms

Evaluation of Professional Dispositions

Student Teacher Observation Form

Student Teaching Evaluation

Teaching Performance Assessment Task 2 – Record of Evidence

Teaching Performance Assessment Task 4 – Record of Evidence

Appendix D

Articulation of Multiple Subject Coursework with CCTC Standards of Quality and Effectiveness