CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

PROFESSIONAL TEACHER PREPARATION PROGRAM PROPOSAL

SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM

Spring 2009

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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 (CSUCI) welcomed its first students to the first four-year public university in Ventura County that is also one of the first new U.S. public universities to open in the 21st Century. 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. This commitment extends to the Single Subject Credential Program.

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

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

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 Single Subject Credential Program resides in the School of Education and is closely connected to the related Education programs including the Multiple Subject Credential Program, Education Specialist Level 1 and Level 2 for Mild-Moderate Disabilities Credential Program, and the Masters of Education Program. All programs respond to the mission of the University. Thus, the following values guide all program areas:

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

The Teacher Education Program builds on the content knowledge base to prepare teachers to serve the varied needs of our community. Our graduates are comfortable with the skills of self-analysis, reflection and self-critique of their teaching skills and attitudes; working in collaborative, analytical teams.

California State University Channel Islands resides in a County and State that is representative of a diverse community -- cultural, ethnic, linguistic community. 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 this community and the diversity of students and their needs. Our program for teacher education occurs in a learning community that adheres to rigorous learning standards.

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

Core Values
The faculty of the Teacher Education Program believe that:

- Continuous improvement is essential to our roles as life-long learners;
- Collaboration and inclusion are central to our work;
- Professionalism is demonstrated by our service to the University, and the community;
- Teaching all children, regardless of their particular learning situation is everyone's responsibility and is reflected throughout the program;

- Critical reflection and inquiry are an integral part of our professional responsibility.
  - The responsibility for acknowledging, affirming, and responding to linguistic, ethnic, and special needs resides with everyone.

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

Faculty work collaboratively and operate in an environment where all voices are heard. We model this in our respective classrooms delivering a program that demonstrates our strongly held value of collaboration and inclusion.

Program Elements for Standard 1: Program Design

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 knowledge base 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 curricula, reduced class size, greater accountability, district needs, and the rich diversity in California, the faculty members at California State University Channel Islands (CSUCI) in consultation with local districts, and members of our community, have collectively designed a course of study for the Single Subject Credential Program designed as an integrated course of study that reflects and builds upon our mission.

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

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

Admissions Requirements

Admission requirements for the credential program include:

1. Application. Application to both the University and the Education Program area. Applications for the Program are available in the Credential Office.

2. CBEST Examination. Students must pass the California Basic Educational Skills Test (CBEST) prior to admission to the Single Subject Teaching Credential Program. Students are urged to take this examination at the earliest possible time after deciding to pursue a teaching credential. CBEST must be passed before certification or intern teaching.

3. Subject Matter Preparation. Prior to admission to the CSU Channel Islands Single Subject Teaching Credential Program, students may complete a state-approved subject matter program in the specific content area from other colleges or universities. Students who have not completed a state-approved subject matter program must pass the California Subject Examination for Teachers (CSET) in the subject matter area of the single subject credential prior to admission to the Credential Program. The CSET examination results are valid for five years from the date of passing and must be valid upon final completion of the program.

4. Prerequisite Preservice Courses in Education (16 units). 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. If taken at CSU Channel Islands, the courses must be completed within seven (7) years prior to beginning the program with a grade of "C" or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

> 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.

> 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 issues.

> EDUC 512 – Equity, Diversity and Foundations of Schooling. Addresses principles of 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 – Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. Through this course students observe students' behavior in multicultural/multilingual and inclusive classrooms, practice specific observation methods to generate data-driven decision-making; learn how to guide adolescents' social behavior to promote academic achievement; analyze classroom interactions from a relational and political perspective; and develop strategies for communicating with families. A one-unit field experience: EDUC 521 is taken concurrently with this course.

EDSS 515 — Adolescent development for Secondary Educators. Course focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. In particular, it emphasizes the particular challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

5. U.S. Constitution. Knowledge of the U.S. Constitution demonstrated by completion of two units (from a semester program) of a college level course or college level examination.

6. Grade Point Average. A student must have a cumulative grade point average (GPA) of 2.67 or 2.75 in the last 60 semester units completed to be admitted into the Single Subject Credential Program offered at CSUCI. If a student does not have the required GPA, conditional admission may be available on a limited basis.

7. Health Clearance. Tuberculin clearance is required. The tuberculin clearance is valid for four (4) years and must be valid through student teaching. The tuberculin test may be completed at a private physician's office, the County Health Department, or the CSUCI Student Health Center.

8. Certificate of Clearance. Students must possess or apply for a valid *Certificate of Clearance* as part of admission to the Teaching Credential Program. A copy of an emergency permit satisfies the clearance requirement.

9. Two Sets of Official Transcripts. One official set of transcripts from each of the colleges or universities attended must be mailed directly to the CSU Channel Islands Office of Admissions, and one official set of transcripts must be submitted to the Education Program Credential Office with the program application.

10. Two Letters of Recommendation. Two letters of recommendation from faculty, employers, and/or others who are knowledgeable about the student's personal qualities and potential to work with children must be submitted with the program application.

11. Field Experience. At least 45 hours of documented field experience in a 7-12 classroom or an equivalent documented field experience must be completed.

12. Bachelor's Degree. A bachelor's degree or all undergraduate academic subjects must be satisfied toward a bachelor's degree before entering a Teaching Credential Program. A bachelor's degree is a requirement for teacher certification.

13. Writing Sample. Writing samples are required as part of the application process. The writing sample includes a 500-600 word essay describing the applicant's interest in teaching children with the diversity of languages and cultures represented in California schools.

14. Interview. The Education Program Admissions Committee conducts group interviews once all other portions of the admissions requirements are complete. Students are not eligible for financial aid as a credential student until all admissions requirements are met including the interview.

Program Design and Sequence

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 30 sequenced units for full-time students. The first semester for a full-time student consists of 16 units. Coursework is front-loaded in the semester into a concentrated eight weeks of study along with a one day a week (or two-half days) of field observation in a middle school disciplinary classroom. Students are enrolled in two three-unit courses, one two-unit course, a six-unit field/student teaching experience at the middle school level, and a two-unit student teaching seminar. The Student Teaching Seminar is designed to allow time for students to engage in weekly dialogue, discussion, and reflection with fellow cohort members and faculty supervisors. The seminar is also the mechanism to introduce the students to their Teacher Performance assessment requirements. The second eight weeks are spent full time in their middle school placement as student teachers. Students take planning and teaching responsibility for all of their cooperating teacher's courses for four of the eight weeks.

The second semester for full time students is designed similarly as the first semester; however, students are placed in high schools for the field experience and student teaching. In the second semester, full-time students are enrolled in 14 units that include one four unit course, one two unit course, a two-unit student teaching seminar, and a six-unit field/student teaching experience.

Faculty work collaboratively to design courses, work across curriculum and plan

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

Full-Time Single Subject Credential Program (30 units)

First Semester (16 units)   Units
     EDSS 530 General Secondary School Methods   3
     EDSS 53_ Content Methods I   3
          (531 = Math; 532 = Science; 533 = English; 534 = History/Social Science)
     EDSS 560 Access to Learning: Special Needs Learners   2
     EDSS 571 Student Teaching Seminar Middle School   2
     EDSS 575 Student Teaching Middle School   6

Second Semester (14 Units)   Units
     EDSS 54_ Content Methods II   4
          (541 = Math; 542 = Science; 543 = English; 544 = History/Social Science)
     EDSS 550 Access to Learning: English Language Learners   2
     EDSS 581 Student Teaching Seminar High School   2
     EDSS 585 Student Teaching High School   6

Vision of the Institution and Education Unit

What follows is a two-tiered, research-based vision for educator preparation at the CSUCI School of Education, aligned with the University's mission statement and responsive to California's adopted standards and curriculum frameworks. The two tiers of this vision statement are intended for different purposes and audiences:

(A) The first tier is a graphic representation and abbreviated narrative describing our vision. This distilled version of our conceptual framework, originally developed in Spring 2007 and revised in Fall 2008, grew out of the theoretical and scholarly foundation we had built with significant and ongoing community involvement since our inception in 2002. Its abbreviated design was created for the following purposes: (1) to formalize our commitment to continually revisit our faculty's beliefs and values, renegotiating them as needed, and using them as guidelines for decisionmaking; (2) to describe those beliefs and values in a brief format, articulating our identity as a school to (a) prospective and current candidates in our programs, (b) cooperating teachers, administrators, and other school partners, and (c) members of advisory and oversight councils; (3) to publicize the terms of accountability for which we hold ourselves responsible and to which we align our decisions about programs, courses, teaching, candidate experiences, scholarship, service, opportunities for collaboration, and unit accountability.

(B) The second tier of this vision for educator preparation is an expansion of the first. It details the research base upon which that framework is based. In addition to serving the

first and third purposes named above, it also serves as our means of situating our programs contextually and theoretically, and of grounding them in established research.

A. Conceptual Framework: Graphic and Abbreviated Narrative

CSUCI School of Education
Conceptual Framework

Revised Fall 2008

Believing

Social Justice and Democracy
Equal Access and Equitable
Opportunities for All Learners
Reflective and Deliberate
Inquiry and Practice
Educators Effecting Change,
Making a Difference

Knowing

Content
Pedagogy
Learners
Learning Environment
Community

Educators as Responsive Leaders

Connecting

Theory, Research, and Practice
Schools and Families
Colleagues
Learners with Content
Learners with Community

CSUCI School of Education
Conceptual Framework Narrative

The members of our community, the School of Education at CSUCI, understand that our work is in service to the ambitious, elusive, essential goal of democracy: all constituents must have equal rights and enjoy equal access to power and freedom. We further understand that our purpose is to advance the goals of social justice: to secure human rights for all, regardless of differences in ability, age, class, ethnicity, gender, race, religion, or sexual orientation; to promote equitable access to resources; and to build sustainable lives on a healthy planet. Therefore, we believe *all* students must have equal access to education and equitable opportunities for learning, because all students must be well prepared to participate in their local, state, national, and global communities.

We are committed to the goal of preparing educators as responsive leaders, not to "training" teachers and principals. We believe this is a crucial distinction in terms with high stakes attached. It is through education (from Latin, *educere*: to draw out, to bring forth) that people learn:
- to ask and pursue their own questions and to honor the questions of others;
- to effectively use essential knowledge and skills as the means for learning rather than as the ends of education;
- to discover and develop their voices, passions, and talents; and
- to become critical, productive, engaged, justice seeking, democratic citizens.

We specifically promote a vision of education that is defined in this way, through *educere*. This is very different from the vision promoted across the nation under the current accountability movement, an effect of which has been to move schooling away from *educere* and toward a more dogmatic kind of training. We believe it is through such training (from Latin, *tragere*: to pull; to manipulate into a desired form) that a people's capacity for democracy is threatened. It is through dogmatic training that people learn:
- to answer the questions of others;
- to study the essential knowledge and skills of the various disciplines as ends in themselves, rendering them useful for others' purposes;
- to value the rewards that are offered in exchange for obedience;
- to abandon their voices, passions, and talents and to rely, instead, on the authority of others for directing, evaluating, and making sense of their lives.

In short, we believe that democracy and social justice require a well educated populace, not a well trained one. In highlighting this point, we are intentionally naming and challenging a reality that exists for many schools: procedures, techniques, and scripts often supercede inquiry, creativity, critique, and relevance. This is especially true for those students, teachers, and schools who are understood as "failing." In such ways, schools actively perpetuate a colonial model of education, reproducing injurious social hierarchies (i.e., schools become sites of "social reproduction" where privileges are reserved for the privileged, and scarcity and blame are distributed to the disadvantaged). This model must be resisted, replaced with a vision of democratic schools in which

students and educators work together, creating and engaging in genuine learning communities.

We are attempting to chart new pathways in our profession. We emphasize the emotional, intellectual, social, political, and cultural dimensions of teaching, leading, and learning. We do so by modeling and encouraging reflective and deliberate practice, and by helping candidates to appreciate not only the power they will have to influence the lives of their students, but also the power students will have to influence them. We emphasize the fact that educators who *believe* they can make a genuine difference in their classrooms, schools, and communities—in collaboration with students, parents, colleagues, and other community members—are the ones who actually do.

Highlights of Believing:

➤ We believe: in the ideals of social justice and democracy; in each student's right to equal access and equitable opportunities for learning; in the value of reflective and deliberate inquiry and practice; in each educator's power to effect change and make a positive difference in students' lives, in their classroom, school, and/or community.
➤ *All* students must have equal access to education and equitable opportunities for learning, because they all must be prepared to participate actively and effectively in their communities.
➤ We are committed to the goal of preparing educators as responsible leaders, not to the dogmatic "training" of teachers and principals. Democracy requires a well educated populace, not a well trained one.
➤ A colonial model of schooling exists where authority is only top-down, and where procedures, techniques, and scripts have superceded inquiry, creativity, critique, and relevance. This model and the social hierarchies it reproduces must be resisted and replaced with a vision for democratic schools.
➤ Educators have the power to change the world, especially when that challenge is understood in local terms: as expanding possibilities for a particular child, classroom, school, or community.

KNOWING

Systemic inequalities in the architecture of our schools and their curricula are largely unrecognized by parents and politicians when they address the "achievement gap" in our education system. A frequent response—driven by the conviction that knowledge is not only quantifiable, but also transferable from teacher to learner—has been to control, standardize, and homogenize the educational experience. In this context, teaching is cast as a rote activity that anyone can master. The faculty in our School of Education subscribe to much more active interpretations of what it means to teach, to learn, and to know.

Because we believe that knowledge must be constructed by the learner, it follows that we perceive teaching, learning, and knowing as creative acts. Further, we believe that these creative acts demand intellectual processes that integrate affective and cognitive elements

of and in the mind. Finally, we hold that an educator's ability to be reflective and to act intelligently upon her or his reflections (i.e., the educator's "praxis") is directly dependent upon the breadth and depth of knowledge that serves as the foundation for reflection. Therefore, strengthening our candidates' abilities to synthesize complex sets of knowledge and skills is a responsibility we embrace as teacher educators.

All educators must obviously "know" content and pedagogy, but what does this "knowing" entail? Among other things, knowing content and pedagogy requires in-depth knowledge (continually constructed and reconstructed) of learning theories; research from a variety of disciplines (e.g., education, psychology, sociology, communication, linguistics, mathematics, science, history, political science, health), the specific concepts and skills to be taught at a particular grade level; students' current knowledge, skill levels, and interests; accommodations and modifications required by individual students for them to be successful; the developmental progression of knowledge and skills in each content area taught; grade-level standards and their articulation with those from other grade levels; and instructional resources available.

Knowing content and pedagogy also requires highly sophisticated skills in lifelong reading, learning, and reflecting; accessing and applying learning theories and research from relevant disciplines; assessing and evaluating students' knowledge and skills; unit and lesson planning; implementing appropriate accommodations and modifications for individual students; and effectively using available resources. The challenge to synthesize such complex sets of knowledge and skill is above all a creative one that is *necessarily* taxing of intellectual capabilities.

While the candidates in our programs either already have or are currently expanding their knowledge base through baccalaureate studies as a continuation of their P-12 experience, we are aggressive in encouraging them to intentionally cultivate lifelong habits of curiosity, inquiry, professional reading, learning, and reflecting. By reinforcing the intellectual and political dimensions of teaching and leading in this way, our hope is that the educators who graduate from our programs will be better prepared to negotiate the pressures they will likely face to subordinate their knowledge and creativity to external authorities. Our goal is to prepare educators to be leaders who will claim their authority to make decisions in their classrooms and schools, and who will base those decisions on established research, theory, and student-centered practice.

The social, emotional, and cultural dimensions of teaching and leading are essential counterparts to the intellectual and political dimensions, and they, too, are strongly emphasized in our programs. Candidates learn the importance of knowing themselves (e.g., understanding the advantages and disadvantages that can accompany social location; identifying and challenging assumptions, values, and biases), of knowing the learners in their care (e.g., interests and talents; abilities and challenges; families and cultures), and of knowing about the schools and communities in which they are working. They learn, too, about the importance of a positive classroom and school environment and the role it plays in allowing students to take the risks necessary for learning to occur. While facilitating academic achievement is clearly one goal of cultivating a strong

knowledge base, the emotional, social, and cultural kinds of knowing are equally important elements of that foundation. In actuality, they are prerequisites for learning.

<u>Highlights of Knowing:</u>

➤ Teachers and administrators must *know*: content; pedagogy (the synthesis of content, theory, research and methods); learners; how to create an inclusive learning environment; and the communities and schools in which we practice.

➤ Effective educators are thoughtful and deliberate professionals who define their work dynamically, as a continuous cycle of reflection and action. This essentially spiral relationship between thinking and doing is called "praxis."

➤ Effective praxis, which is continually constructed and reconstructed, is only as effective as the strength of the knowledge base that serves as its foundation. This knowledge base, of course, is also continuously under construction and reconstruction.

➤ Knowledge must be constructed by the learner rather than deposited by one who is learned. Therefore, the intellectual dimension of teaching and learning is necessarily creative.

➤ Our goal is to prepare educators to be leaders who will claim authority to make decisions in classrooms and schools, and who will base those decisions on established research, theory, and student-centered practice.

➤ While facilitating academic achievement is clearly one goal of cultivating a strong knowledge base, the social, emotional, and cultural kinds of knowing are equally important elements of that foundation. In actuality, they are prerequisites for learning.

CONNECTING

As emotional, social, and cultural beings, it is connection that people of every age require. As intellectual and political beings, it is meaning we crave. Human beings, then, are meaning-makers who define our realities in terms of our relationships with each other and with the world. To serve human purposes, education must therefore facilitate connections among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask. For these reasons, the faculty in our School of Education name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.

We believe the quality of connection between students and teachers determines the quality of inquiry that can be undertaken in the classroom. Further, it is the quality of connection among administrators, teachers, and parents that determines the kind of

inquiry they can pursue with each other. For the future of public education and the ideals of freedom and democracy to hold, we believe that educators as responsive leaders must learn to engage each other, parents, and other community members in discussions about essential questions in education—questions having to do with such foundational themes as purpose, access, and accountability. Connections between and among adults in schools is as essential a goal as building valued relationships between educators and students; therefore, we believe that students, teachers, parents, and administrators must have opportunities to create and participate in genuine learning communities within their classrooms and schools.

In the complexity of today's educational, social, economic, and political realities, we understand that it may be tempting for new teachers, in particular, to believe that education can be a more simplistic process. It may be tempting to reject the necessity of spending time on the ongoing challenges of valuing questions more than answers and of building relationships and learning communities with students, colleagues, parents, administrators, and members of the broader community. Perhaps most of all, it may be tempting to believe that youth can be both externally controlled and educated, or to think that knowledge can simply be delivered rather than actively constructed. However, we believe such ideas work to lead teachers, parents, principals, and other school leaders astray from their mission of *educating* students—that is, of preparing them not only for employment, but for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities. Such simplistic ideas about education make it easier to understand teaching incorrectly, in our view, as the process of controlling and training students.

We believe that children and adolescents who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Democracy requires more than this. It requires that students learn to find their own authority, to value the authority of others, and to create and nurture relationships with the people and world around them.

As faculty, we acknowledge the daunting, practical challenges that accompany the theme of connection, in particular. We recognize that as experienced educators, each one of us is still working to cultivate strong connections with our own colleagues, students, content, and community. The relationships that our graduates are required to develop extend even farther, to the parents of the students in their care. We want to be clear, that a beginning awareness of the breadth and depth of the connection theme is what we expect of our candidates; and we coach our graduates to focus their connecting efforts strategically—engaging first around the needs of students, with expanding attention to other connections over time. Our programs are designed to help our candidates develop the beliefs, knowledge, and connections that will help them to become responsive leaders devoted to educating each and every learner in their care. Our pre-service teachers, interns, and administrators are consistently encouraged to understand that building this essential foundation will require a lifelong commitment.

Highlights of Connecting:

➤ All educators must be able to *connect*: theory, research and practice; schools and families; with colleagues; learners with content; learners with the classroom, school, and broader community.

➤ To serve human purposes, education must facilitate connections between and among the people involved (students, teachers, parents, administrators, community members), and it must honor the questions that those people have decided are important enough to ask.

➤ We name skilled inquiry resulting in changed behavior as the ultimate pursuit of education, and we name the existence of mutually valued relationships (between and among students, teachers, parents, and administrators) as an essential condition that allows the risk-taking and collaboration needed for genuine inquiry to occur.

➤ Students who are policed and controlled rather than trusted and inspired are being led away from vital connections with peers, with teachers, with content, and with sources of knowledge they may understand best. Educators as responsive leaders guide students to find their own authority, as well as to value the authority of others.

➤ Democracy requires a school system that prepares students not only for employment, but also for using their questions, interests, talents, and voices to find meaning, to discover their value and sense of belonging, and to make contributions to their communities.

B. Expanded Conceptual Framework

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 programs for teacher and administrator preparation. We strive to implement programs that respond to our communities' and students' diverse needs. Throughout our School, 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 education profession by preparing teachers and other school leaders who believe that all students have the ability to achieve high standards, who adapt their classroom and school leadership practices so as to reach all students, who respect the diversity of all students and incorporate this into their daily work.

Core Program Values and Goals

Our faculty view learning as a persistent search for meaning (Dewey, 1916; Freire, 1970; Greene, 1995, 1993, 1988), an active and internal process that provokes the learner's

continual construction and reconstruction of increasingly sophisticated understandings and skills (Cannella & Reiff, 1994; Kohn, 1999; Kroll & LaBoskey, 1996; MacKinnon & Scarff-Seatter,1997; Richardson, 1997; Vygotsky, 1978). We therefore define teachers' and administrators' work as the facilitation of those dynamic and necessarily learner-centered processes. We do not view teaching as a technical act nor as the transmission of knowledge; we oppose schooling practices that frame the processes of teaching and learning as a collection of standardized and automated activities. Instead, we offer a view of P-12 classroom and school leadership that actively promotes the creation of democratic, inclusive learning communities whose members are engaged in meaningful study—questioning, critiquing, constructing, and supporting new understandings together. Developing this kind of dynamic learning community, whether with P-12 learners, colleagues, or parents, requires a commitment from educational leaders at every level to cultivate habits of mind and action that promote increasingly reflective, deliberate, and effective practice.

The faculty of our School of Education believe:

- 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 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 and administrator we want to prepare. We emphasize in all of our credential programs the need for and usefulness of adopted standards; indeed, we define a "skilled beginning professional," in part, as one who can access and use these supports effectively in daily, weekly, and yearly planning. In methods courses and field experiences, candidates use state and national standards and curriculum frameworks to create, implement, and evaluate individual lessons and/or units of instruction. Assignments that require students to access and use standards and curriculum frameworks are described in course syllabi and field experience handbooks associated with each credential program. (See program documents for supporting documentation).

It is our explicit intention to ensure the graduates of our program:

- are informed decision makers and reflective professionals. Problems are seen as challenges to be solved rather than barriers to success.

- feel personally empowered as educators. 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 practice. 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 leadership and use a variety of 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. 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.

<u>Learning Outcomes</u>

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

- Candidates can teach all subjects in their area(s) of specialty.
- Candidates are prepared to teach children with English as first or second language.
- Candidates understand and relate to the diversity of language and cultures in and among children and families.
- Candidates can meet the diverse needs of all students, including those with special needs.
- Candidates are reflective and deliberate practitioners.
- Candidates link content and pedagogy.
- Candidates actively engage children in their learning.
- Candidates integrate research, theory, and best educational practice into their teaching.

Candidates' attainment of these learning outcomes is evaluated in multiple ways. These will be detailed in our responses to Common Standard 2: Unit and Program Evaluation System and Common Standard 9: Assessment of Candidate Competence.

In summary, 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 and administrators 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.

Theoretical and Scholarly Basis of the Program Design

As a professional School of Education, we are devoted to the advancement of teaching and learning. Our image for preparing teachers and other school leaders starts with a vision for P-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; Crowther, 2000). This seems especially true of underrepresented populations, including English language learners 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 (Apple, 1996; Bowles & Gintis, 1976; Giroux, 1998; Macedo, 1996). Thus, grading and tracking practices were developed which constrained teachers' expectations for students and created self-fulfilling prophecies regarding student learning (Combs, 1970; Curwin, 1976; Guskey, 1996, 1994; Jensen, 2004; Oakes & Wells, 1997; Rosenthal, 1980; Rosenthal & Jacobson, 1968; Tollefson & Osborn, 2008). 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, 1970).

An underlying belief that drives our conceptual framework is that all teachers must believe and practice a philosophy that *all students deserve equal access to education and equitable opportunities to learn.* Our programs incorporate current theory and practice for teaching and learning in P-12 schools based on this belief. They are also designed around and supported by well established bodies of research on the importance of relationship (Bijou, 1977; Brendtro, Brokenleg, & Van Bockern, 2002; Kohl, 1994; Nakkula & Toshalis, 2006; Sapon-Shevin, 1999), and motivation (Deci & Koestner, 1999; Deci & Ryan, 2000; Lavoie, 2007; Sheldon & Biddle, 1998; Rogers, 1998; Ryan & Deci, 2000) in teaching and learning.

We understand that teachers and administrators 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 programs that utilize current adult teaching and learning theory. Our programs allow for the creation of school environments in which teachers and other school leaders 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.

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. As the School of Education at CSUCI, 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.

Educator Quality Leading to Success for All Students

The conceptual framework for the credential and graduate programs of the CSUCI School of Education has a principal emphasis on *equity*, *inclusion* and *social justice*. We view classroom teachers and school administrators as an instructional, curricular, principled, and responsive leaders who exemplify the fundamental premises that all students can achieve high standards when they have equal access to education and equitable opportunities to learn; that educators as the primary agents for learning are themselves, lifelong learners; and that educators must be effective and active members of their school communities.

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

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, 1998; Sleeter and Grant, 1993). As a matter of achieving a professional ethic, our candidates are taught the responsibilities and expectations of educators in a community where collaboration is part of an on-going approach to improving teaching and learning for our students. Our cohort model 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 (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 and leadership 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, our programs place 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, 2004; Cummins, 1994; Faltis and Hudelson, 1998; Garcia, 1999; Krashen, 1994; Ramirez et al, 1993; Hakuta, 2001; Tomas Rivera Policy Institute, 2003). Issues of sociocultural communication and interaction serve as a fundamental theoretical foundation (Carrasco, 1981; Cazden et al, 1984; Delgado-Gaitan & Trueba, 1991; Erickson, et al., 1983; Garcia, 1999; 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; Stout, 2001; Stainback & Stainback, 1996; Zionts, 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 are challenged to better prepare our teacher candidates to teach these students. Therefore, we have developed programs that address the challenge of ethnic, linguistic, exceptionality, and multicultural diversity in teaching and learning contexts.

The movement to form active educational partnerships demands that educators be prepared to effectively collaborate with families. Among the recommended best practices for educators to follow when working with families include practices that are family-centered, individualized, strengths-based, and resource-focused (Austin, 1994; Delgado-Gaitán, 2001, 1991; Delpit, 2006; Dunst, Trivette, & Deal, 1999; Lawrence-Lightfoot, 2003; Tollefson & Osborn, 2008). There is also a demand for educators to respond to the linguistic and cultural considerations of diverse families such as immigrant families with

disabilities historically underserved by service delivery systems (Denney, et al., 2001). Our program will focus on preparing our students in best practices for working with families of diverse linguistic and cultural backgrounds.

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

The CSUCI School of Education prepares teaching and administrative candidates to facilitate the learning of all students. Consonant with our beliefs that all students can achieve high standards when they have equal access to education and equitable opportunities to 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" (Freire, 1970), 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.

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; INTASC, 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). 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.

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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

Our programs, as designed, offer candidates many opportunities to learn how to be successful teachers and leaders in the public school system. Coursework and fieldwork reflect principles of educators' development and adult learning theory.

The CSUCI School of Education is building programs and curricula for preparing teachers and administrators that require people to think and to engage themselves in a powerful learning community. Candidates are organized into cohort groups, 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 schools, with cooperating teachers or administrators and diverse learners, are progressive and well integrated with on-campus instruction.

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.

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 involvement. 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.

(From, Speck, M. 1996, Spring. Best practice in professional development for sustained educational change. ERS Spectrum, 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 as both 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).

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

The program shows a developmental sequence with two prerequisite courses (EDUC 512 and EDUC 520) in the foundations of schooling and observing and guiding behavior, both in a multicultural/multilingual context. The latter course, (EDUC 520) includes a required fieldwork component to ensure that students will have first-hand knowledge and experiences to support their course of study. In addition, single subject candidates are required to take EDSS 515, Adolescent Development for Secondary Educators. This course focuses on specific aspects of adolescent development that influence teacher-student interactions and relationships in secondary classrooms. In particular, it emphasizes the challenges and possibilities teachers encounter when working with adolescent students across differences in culture, ethnicity, gender, linguistic heritage, race, sexual orientation, and socioeconomic status.

Full-time students who begin their first semester of the program enroll in three courses and a student teaching seminar that is aligned with their middle school field placement. The general methods course (EDSS 530) focuses on middle school learning and teaching, and topics such as lesson planning and assessment. Candidates also take one of the Access to Learning courses which are intended to further the content in prerequisite courses and specifically address needs of English Language Learners and students with special needs at the secondary level. Likewise the program has a developmental sequence of courses where multiculturalism, multilingualism and inclusion serve as the foundation for content methods studies in teaching mathematics, science, social studies, and English, using a standards based curriculum that is supportive by multiple assessment strategies. If taken in the fall semester, the content methods courses focus on middle school curriculum. These courses are linked to the students' fieldwork and student teaching assignments in seminar.

In the second semester all full-time students enroll in one of the two Access to Learning courses and a second subject specific methods course. If taken in the spring semester, the content methods course includes an emphasis on developing secondary literacy in English with a diverse student population and an emphasis on high school curriculum. Additionally, they incorporate instruction in literacy in the content area, including a specific focus on reading comprehension, vocabulary development, and textbook selection. The Access to Learning courses are intended to further the content in prerequisite courses and specifically address needs of English Language Learners and students with special needs at the secondary level. The courses continue to focus on

multiculturalism, multilingualism, and inclusion as pertinent to secondary teaching. These courses are linked to the students' fieldwork and student teaching assignments in seminar.

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.

Candidates will be introduced to critical competencies, and will practice these (ongoing) in class; these will be reinforced, and expanded upon in the field during supervised fieldwork/student teaching. Candidates must develop the content competencies stipulated in the Standards of Quality and Effectiveness Professional Teacher Preparation Programs. 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 will (1) learn about theory and practice in a given content area and will (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 will 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 will create ably prepared practitioners (informed by theory and practice) to deliver and plan instruction in a variety of contexts.

The design of the program includes a two-semester course sequence in which simultaneous supervised fieldwork and student teaching are required. Each course has specific theory and pedagogical objectives (see course syllabi) 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 candidates entering the program in the fall semester complete the following:

EDSS 530 General Secondary Methods
EDSS 53_ Content Methods I (either 531, 532, 533, or 534 depending upon discipline)
EDSS 560 Access to Learning: Special Needs Learners
EDSS 571 Student Teaching Seminar
EDSS 575 Student Teaching Middle School

Students are placed at their directed teaching sites at the beginning of each semester. Therefore, during the first eight weeks of intensive coursework, the candidates are also in their fieldwork/student teaching classrooms an equivalent of one day a week as an opportunity for them to observe the opening of school, observe, conduct assessments, and try lessons with the support of a faculty member instructor. During the first eight weeks of coursework, 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. Students are involved in a variety of initial/early tasks, including, working 1:1 with students, assisting with small group activities, and assisting the cooperating teacher during whole class instruction. During the formal student teaching assignment (weeks 9-16) the candidate assumes (increasing) responsibility for the daily conduct of the classroom (e.g., curricular, instructional, management, etc).

During coursework the candidate is required to complete assignments relevant to the real and daily events of classroom life. For example, in EDSS 530: General Secondary Methods, the candidates create a course syllabus for one of the classes they will be taking over student teaching responsibilities. The syllabus requires them to outline the goals of the course as well as detail the policies, procedures, and curriculum which they will apply to the classroom setting.

During the eight-week student teaching experience, the students are placed with the same cooperating teacher and a University Supervisor from their eight-week fieldwork placement—this connection ensures that a theoretical/practical connection is made for the candidates as they complete their course of study.

Please refer to the appropriate course syllabi to review the various assignments that address real classroom experiences. These assignments are connected to the candidate's supervised fieldwork/student teaching experience. During each semester the candidate focuses on teaching the given subject/content areas per semester. Additional activities include management, discipline, and other daily class activities (e.g., lunch supervision, hall supervision, 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 Single Subject program requires students to become acquainted with the K-12 academic content standards for that discipline area by aligning every formal lesson plan with the appropriate content standards (See Appendix for Lesson Plan Templates). By the end of the program each student will have taken three

methods courses in which they are expected to write lesson plans aligned to the standards and to conduct extensive assessments and interventions based on the standards. Courses other than methods courses also require formal lesson plans that are aligned to the content standards.

Candidates learn about the State Content Standards in each of their subject specific methods courses: Math—EDSS 531 and 541; Science—EDSS 532 and 542; History-Social Science—EDSS 534 and 544; and English—EDSS 533 and 543. Each course includes the state content standards as required reading. Professors lecture and engage candidates in discussions surrounding the given state content standards. Assignments for each course listed 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 supervise and facilitate the candidate's understanding of the state content standards. Furthermore, each course includes ongoing discussion and related activities that build the candidate's understanding of the state content standards. Also, in every formal lesson plan created by the candidate the related content standards must be referenced.

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.

All candidates are required to utilize various assessment techniques to assess student knowledge of state adopted content standards. Candidates are expected to be able to assess the skills, and abilities, (of students) informally and formally, in the subject areas (as reflected by the state adopted content standards) 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, portfolios, etc.

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, 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, incorporating the state content standards.

•Completion of focused observations, and reflective analysis therein. 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 will observe and assess the candidate's use and understanding of the state content standards on student teaching evaluation forms. Qualified university supervisors and cooperating teachers will provide this feedback as stated throughout this document.

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 the Appendix.

All of the classes have identified the TPE's that are covered in the course of study. It is the expectation that students will have multiple opportunities to practice the TPE's and that there will be multiple opportunities for demonstrated successful performance of the TPE's. Please refer to the TPE matrix and individual course syllabi for TPE alignment with course assignments. Additionally, candidates have the opportunity to practice and refine their understanding of the TPEs during two student teaching placements.

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

Practice of the TPE's has been embedded in each of the courses as noted in the course syllabi and in the curriculum design. CSU Channel Islands is using the Performance Assessment of California Teachers (PACT) to meet the TPA mandate. Specifically, TPA's will be practiced as candidates complete their first student teaching seminar EDSS 571 and associated middle school student teaching. The seminar has been redesigned to support student as they practice a "mini-PACT" during their first student teaching placement.

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

Each candidate will be expected to successfully complete PACT as a condition for recommendation for the preliminary teaching credential. All of the TPE-related assignments will be assessed using a standard rubric for that particular assignment as outlined in the course syllabi. Evaluation of candidates' performance on TPE's are documented during the two student teaching experiences.

Once their coursework, fieldwork, and the PACT portfolio are successfully completed the candidates may then be recommended for the preliminary teaching credential.

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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 P-12 educators is fundamental to California State University Channel Islands, and evident in our long term and day-to-day activities. CSU Channel Islands has several formal collaborative relationships that have profound effect on the daily operations of both the surrounding school districts and the University itself. It should be noted that the program presented in this document is the result of a planning process that included Education and disciplinary faculty along with members of the K-12 community. During the Fall 2002 and Spring 2003 semesters, Education and Subject Matter faculty met regularly to design the Single Subject Credential Program in the areas of mathematics, science, and English. In the spring of 2008, all Ventura County middle and high school social studies department heads were invited to campus to provide feedback on the syllabi for EDSS 534 and EDSS 544. Their insights and collaboration were instrumental in the development of the single subject social studies methods courses. Meetings were also held with CSUCI faculty, administrators, Ventura County Superintendent of Schools Teacher Support Programs, Ventura County principals and secondary teachers working in Ventura County. 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. All parties were and continue to be essential in developing the program sequence, coursework syllabi, and program policies.

Program Elements for Standard 2:
Collaboration in Governing the Program

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 Single Subject Credential Preparation program is our ongoing collaboration with the K-12 schools and districts in our service area and the Ventura County Office of Education. We rely upon these institutions and colleagues to help coordinate and assist in the implementation and monitoring of the credential program, and to facilitate and maintain ongoing communication with the area school districts, facilitate collaboration between the schools, the university, and the county office, and to provide continuing dialogue on the needs of the schools on an ongoing basis.

The Single Subject Program uses both formal and informal methods in collaborating with our identified partners. The program coordinator is invited to and attends BTSA and Intern meetings held through the Ventura County Office of Education. At these meetings we share effective elements of our program and innovative policy solutions with other IHE's and the county support providers. Through this partnership we also stay informed of current legislation that will impact the credential program and discuss with the group how program policies could be created, changed, or implemented to be in compliance with the law.

One of the major strengths of the Single Subject Program is our program faculty who are teaching/working or recently retired from local schools and districts. We have two currently practicing teachers, two county curriculum specialists, two retired teachers, four retired administrators and one retired superintendent who are instructional faculty and/or supervisors for the field placements and student teaching. These colleagues provide continuous input and feedback regarding identifying and resolving program issues and candidate needs. As a program faculty we meet twice a semester to discuss policy, curriculum, and candidate issues. Additionally, we have two tenure-line secondary education faculty and two tenure-line faculty from other program areas (special education and English) that also teach and or supervise single subject students.

An example of collaborative dialogue that effectively assists in the identification and resolution of program issues and candidate needs is described here. During program faculty meetings areas of concern are shared. Further, these issues may be raised with our school partners, as they are (or may be) impacted. The Program Coordinator oversees and facilitates the sharing of information between the faculty and school partners. For example, it may be that an issue of course requirements, along with supervised fieldwork commitments may be of concern to the cooperating teachers. In this case, the cooperating teachers may want earlier notice of the various assignments that will be due (to the university professors for the various courses) and that require their facilitation/assistance in the classroom setting. When this occurs, the cooperating teachers may raise this with the university supervisor, who would in turn, share it with the Program Coordinator. This information would be brought to the faculty in order to work out a solution.

Additionally, we seek input from our cooperating teacher colleagues by asking them to fill out a survey at the end of the student teaching experience. This survey asks questions regarding the effectiveness of the program and the supervisor. We use this information to make decisions about program curriculum as it pertains to the preparation of the

candidates and as a data source about the hiring or rehiring of university supervisors.

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.

The twice-a-semester Single Subject Program Faculty meetings are a mechanism for all parties concerned to come together and discuss ways that the program can be enhanced and monitored to further enhance the quality of teachers in the area. The agenda and minutes for the meetings (a sample can be found in the Appendix) show an extensive negotiation between parties as decisions and policies are made and other issues are openly discussed and resolved.

The program employs several full-time lecturers who are also recognized area educators and former county administrators, 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. This fosters mutual respect and understanding of each other's needs.

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

The Single Subject Credential Program in math, science, and English was originally based on the successful Multiple Subject Program model at CSUCI and has now been admitting students since Spring 2004. The History-Social Studies credential will be offered beginning in Fall 2009. Recruitment, selection and advising procedures involve all members of the School of Education – full time faculty, full time lecturers, part time instructors and supervisors, and Credential Office staff. Curriculum development and instructional delivery are collaborative efforts in the Single Subject Program.

We select field sites based upon the diversity of the populations as well as schools with exemplary programs and teachers. The design employed by the Single Subject Credential Program is a direct result from lessons learned in conversations with teachers and administrators associated with the CSUCI Multiple Subject Program as well as lessons learned through the implementation of the program over the past four years.

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

Developing Program Policies: In addition to Education Program faculty, some individuals [Frances Arner-Costello (County SELPA Coordinator), Kathleen Contreras (Bilingual Education), Jacqueline Gilmore (Director of Field Placements), Paula Lovo (Ventura County Office of Education), Arlene Miro (former Principal), and David Simmons (Ventura County Office of Education)] were essential in building the multiple subject program policies. We enlisted more secondary experts [Beth Fruchey (former principal and math teacher), Erik Johansen (current ELL teacher), Thomas McCoy (principal), and Mona Thompson (former secondary teacher)] to help tailor the multiple subject program policies to the single subject program. Education program faculty and the advisory committee held a series of meetings where the partners reviewed the initial program structure and examined policies as they were being developed. Please refer to the examples of minutes for the single subject planning meetings included in the Appendix.

Additionally, program policies are continually revisited or created as the program develops. Program faculty and supervisors meet twice a semester to discuss program issues—including program policies.

Recruitment of Candidates: Brochures advertising the single subject program are distributed to the Ventura County Office of Education (VCOE) for dissemination to potential single subject candidates. Program brochures are also distributed to the personnel directors of local school districts at their monthly meetings at VCOE and are also available in the Teacher Credential Office.

Designing Field Experiences: Jacki Gilmore, the CSUCI Field Placement Director and Jeanne Grier, the Single Subject Program Coordinator have met onsite with area middle school principals in Pleasant Valley School District, Oxnard Elementary School District, Rio School District and high school principals in the Oxnard Union High School District, Rio School District, and Conejo Valley School District to develop and nurture relationships for various field experiences. (See Standard 18g Response). We obtain feedback on the program from the middle school and high school cooperating teachers and enlist their help in making positive and appropriate changes to the program. Feedback may take the form of evaluating placement procedures, evaluation forms, and program policies. We strive to be responsive to the needs and concerns of our K-12 colleagues as they are essential partners in the teacher education process.

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.

As a new University, we have had an unparalleled opportunity to establish and develop an open and ongoing dialogue with members of the disciplinary faculty to ensure that the subject matter preparation is aligned to the needs of our K-12 candidates. Beginning with

the arrival of the first faculty to CSUCI in the summer of 2001, faculty came together in an unprecedented dialogue to co-create our programs for teacher education and subject matter preparation. This dialogue continues, and is characterized by ongoing and open communication and collaborative policy and planning. Education and disciplinary faculty are currently meeting to align existing or create new subject matter programs.

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

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

At CSUCI, we have established an intern program as indicated in the CSUCI Common Standards. We work with the Ventura County Office of Education (VCOE) to offer an intern program and to offer support to candidates and the districts. The Director of Field Placement, Director of the School of Education, and members of the faculty work with the VCOE to offer support for candidates as well as work with districts to determine needs and provide additional support for candidates who are in the field. The program operates as a collaborative model that is highly successful with impacted districts to reduce the number of teachers working under an Emergency credential.

Throughout each semester in the program, single subject candidates are in schools for a field placement or student teaching. Course assignments are created in a manner that is authentic and requires candidates to spend time working or observing in the schools to complete the assignment.

Jacki Gilmore, the CSUCI Field Placement Director and Jeanne Grier, the Single Subject Program Coordinator have met onsite with area middle school principals in Pleasant Valley School District, Oxnard Elementary School District, Rio School District and high school principals in the Oxnard Union High School District, Rio School District, and Conejo Valley School District to develop and nurture relationships for various field experiences. (See Standard 18g Response). We have made informal partnerships with Hueneme High School as both a regular field site for our student teachers and as a

classroom site for EDUC 330: Introduction to Secondary schooling, an undergraduate field experience course which is taught at the high school. Additionally, we have established partnerships with Robert J. Frank Intermediate School in Oxnard Elementary School District as a professional development field site that will host our middle school student teachers at least one of the two semesters, and with Pacifica High School's Teacher Education and Careers Academy (TECA) that will, at least once a year, host one section of EDUC 330 as well as one section of EDUC 521: Field Experience for Observing and Guiding Behavior.

We anticipate the formation of additional formal partnerships with area schools as the program develops and more of our graduates are teaching in the local middle and high schools.

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 relationship with the surrounding school districts. Integral to the establishment of such relationships, is the establishment of a close alliance with the Ventura County Office of Education (VCOE), which holds responsibility for coordination of the BTSA program and will, in the future, be responsible for the Teacher Intern Program. CSUCI faculty have the opportunity to serve on an advisory committee that is coordinated by the County Office BTSA Program. Members of the advisory committee include county office administration and faculty from the surrounding post-secondary institutions. We work collaboratively and participate in the with the BTSA and Intern programs. CSUCI plans to establish classes and offer credit for the work done in BTSA, which will be tied to a Master of Arts program as teachers enter the induction program.

We are currently active participants in an Institutions of Higher Education Advisory Board to the Ventura County Office of Education that consists of members of the University and area BTSA providers to ensure a smooth transition between the preliminary credential and the induction program. We are working diligently to have a seamless system that will help candidates work toward completion of advanced degrees as well as continued professional growth and development. We have had many meetings-both formal and informal – on the topic of transitioning the candidates from teacher credential program to induction.

CSUCI supports cooperative efforts by the participation of faculty on the BTSA committee, and supports the Director of Field Placement who works with the area districts in these collaborative efforts. The university also provides meeting time and space for the program chair, program coordinator, Education faculty, and subject matter

faculty to participate in planning and program meetings. Additionally, the single subject program coordinator is given reassigned time for three courses a year (nine units split over two semesters) to coordinate and administer the Single Subject Program as well as advise all program candidates.

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.
Both VCOE and CSUCI contribute significant resources to the process of preparing teachers for area K-12 schools. Current examples of the collaborative aspect of our relationship include the following:

- Faculty, staff, and administrators from both organizations meet regularly to plan a variety of projects (e.g., collaborative process to support teachers who have received pink slips; enhanced coursework for interns).
- VCOE provides $1000 per intern to CSUCI in support of our efforts, and they also have provided travel costs for one staff member to attend the state-wide intern conference.
- VCOE provides funding to provide substitute teachers for intern candidates to observe model teachers.
- Program faculty and the Director of Field Placement accompany County BTSA administrators and staff to the California BTSA and Intern Directors Statewide Conference.
- While financial costs for operating the BTSA program rests with VCOE, CSUCI supports these efforts through the participation of faculty on the BTSA committee. Further, the Director of Field Placement works closely with BTSA staff to ensure that School of Education faculty have the information needed to scaffold candidates, experiences in our programs toward a successful transition into the VCOE induction program.

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, incorporating different ways of knowing and doing. Our expectation is that our teacher candidates will be able to think critically, as problem-posing change agents, committed to teaching and learning for diversity and equity. Candidates will explore a variety of theorists across all their coursework. Theories of social, cultural, linguistic, teaching and learning contexts contribute to building a foundation in pedagogical perspectives as candidates gain applied insights into public education through their fieldwork experience. It is expected that each candidate will demonstrate essential concepts and skills with their work with students in the classroom. Fieldwork will provide an opportunity for candidates to apply these theories with experiential knowledge of the state content standards, English Language Development standards, curriculum frameworks, theories of first and second language acquisition, exceptionality/special needs, and differentiated instruction.

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

Program Elements for Standard 3:
Relationships Between Theory and Practice

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 571; EDSS 575; EDSS 581; EDSS 585.

In all of the prerequisite and credential courses, a tenure line faculty member serves as the course designer who is responsible for choosing the readings in the classroom and for ensuring that the readings are current and reflective of cutting edge theory and practice. The selected readings 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.

Our program is designed to show candidates first the relationship between theory and practice by having candidates in the field one day a week (for eight weeks) while they are in classes prior to their full-time eight-week student teachings. Thus, candidates will have the opportunity to check these theories and gain feedback and perspective from the cooperating teacher, university supervisor and the course professor. In each class, as evidenced by the syllabus, there are readings and assignments designed to promote the understandings of the relationship between theory and practice. During the first eight weeks of the semester university supervisors will make a minimum of two visits to observe each student teacher teach a lesson or mini-lesson and will also conduct three-way conferences to evaluate the progress and performance of the student teacher.

Candidates are expected to develop an understanding of and strive to demonstrate best practice as they are student teaching during the second eight weeks of the semester. Both the cooperating teacher and the university supervisor will examine the work of candidates to ensure they are utilizing best practices. Candidate work during student teaching consists of lesson plans, planning documents, and assessment tools created by the student teacher and kept in a planning notebook. The university supervisor will make a minimum of four formal observational visits to evaluate and assess the progress and performance of the student teacher during the eight-week student teaching period. Additionally, both the supervisor and the cooperating teacher complete a midterm and final evaluation of the candidate's performance and share the information in a three-way conference.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Research-based theories and principles of human learning and development are covered in both prerequisite and program courses. In EDSS 515, Adolescent Development for Secondary Educators, students are provided with a broad survey of developmental theories and research relevant to middle and high school-aged learners. This content specifically targets the developmental processes, classroom interactions, and school-based relationships that most shape an adolescent's engagement with academics. In EDUC 520—Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms, students are introduced to a broad range of theories and practices that inform educators' understanding of adolescent behavior. At the core of this content are investigations into identity, peer networks, resistance, and culturally responsive modes of classroom management. The General Secondary Methods course (EDSS 530) explores human learning theories and how these theories impact the curriculum through lesson and unit planning and the relationship to the K-12 State Academic Content Standards.

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 and discussions 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. In courses candidates write reflective journals in which they describe how the theories they are learning are connected to the practices they are observing in their field placements.

An examination of the course syllabi indicates that across the course offerings, reflective and critical practice is addressed and demonstrated by the candidates.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDUC 521; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Coursework and fieldwork are supported by readings to help make explicit for candidates, the relationship between theory and practice. Throughout our teaching, readings, course activities, and assignments, candidates are expected to critically reflect

on the relationship between theory and practice. The faculty at CSUCI is committed to the task of making explicit this connection. Faculty provide constant demonstrations of connections to practice through modeling. Students are challenged and expected to apply the knowledge learned in the readings to the practices in the classroom. All of the university supervisors are expected to ensure that students will be applying the theories of best practices in the classroom as they conduct lessons, design lesson plans, and review for the courses being taken.

All of the university supervisors and cooperating teachers are expected to ensure that students will be applying the theories of best practices in the classroom as they conduct lessons, design lesson plans, and review for the courses being taken. At the beginning of every semester, student teachers, faculty, and university supervisors are asked to attend a Student Teaching Orientation Meeting for the single subject program.. It is at this meeting all parties are introduced to the program requirements for coursework and field placements. Program philosophy, structure, and theoretical underpinnings, as well as practical tasks expected and required of all parties are discussed. Program faculty are available to further describe the assignments during this meeting. Following the orientation meeting it is the responsibility of the university supervisor to act as a consistent communication link between the cooperating teacher and the program and program faculty. At times this involves the university supervisor acting as a mentor for the cooperating teacher by providing additional information or readings related to the course of study in the program. Additionally, cooperating teachers receive a list that describes the field-based coursework assignments the student teachers will be completing during the semester. The university supervisor and the cooperating teacher both complete midterm and summative evaluations of the student teachers progress and performance.

The university supervisors are invited to participate in the Single Subject Program meetings each semester and are considered Program Faculty. By participating in these meetings they are able to share in and communicate the responsibilities of the candidates during their student teaching and field placements.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDSS 515; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Within the program coursework, candidates reflect on the decisions they make in carrying out assignments and how their decisions are supported by educational theories and research. As candidates move through student teaching, they will be expected to progressively make decisions, in consultation with the cooperating teacher, and then, when s/he takes over the classroom, make individual decisions.. The actual instructional decision-making will occur in-action, during the student teaching experience.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Courses are designed to help students become reflective practitioners as they work diligently to apply the theories they are learning in the courses to their field experience. In the prerequisites, for example, EDSS 515 forms a bridge between developmental research/theory and classroom practices and is aimed at preparing educators to think about their students' psychological needs as they prepare learning opportunities in the classroom. In EDUC 520, candidates survey, analyze, and role play an array of techniques used to guide students' behavior in classrooms, and their field placement (EDUC 521) provides weekly exposure to experienced teachers' (and students') methods and decision-making. In each case, an awareness of context, as opposed to the adoption of supposed "universal practices," is positioned as the foundation of effective teaching.

Once admitted to the program, each candidate will be expected to write lesson plans that will reflect best practices and an attention to explaining and illustrating a variety of teaching models. Faculty, are strongly committed to incorporating a variety of teaching strategies within their courses, modeling effective practice e.g., collaborative group activities, panels, reaction papers, quick-writes, fish bowls and book talks, to name a few. Additionally, faculty model a variety of practices that candidates can apply in schools such as direct instruction, inquiry lessons, critical questioning, discussion, role play, cooperative learning, demonstrations, scaffolding and so on.

The university supervisors in the Single Subject Program reinforce a variety of teaching models during the field placements and student teaching that candidates are exposed to in the program. Often, individual supervisors will ask that candidates demonstrate a specific teaching method that is relevant to the subject matter discipline for an upcoming observation.

Program Standard 4:
Pedagogical Thought and Reflective Practice

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

Response

The Single Subject Program fosters candidate development of pedagogical thought and reflective practice beginning in the prerequisite courses of the program. Thereafter, candidates are expected to show growth and development as they progress in their ability to reflect on practice and engage in these discussions. Further, it is an important consideration that all of the credential courses reflect the principles that guide pedagogically sound instruction and design of curriculum for all students. Thus, candidates study an array of education issues, such as historical, legal, social, political, cultural, and economic in a variety of settings, including settings with students who are multicultural/multilingual and/or who have special needs. Candidates will study and observe in a variety of classrooms that 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 being that teaching and learning is context specific and teachers need to adapt readily to the changing needs of their students. Through this approach, candidates work to ensure that the needs of all students are addressed in a given context, while utilizing multiple instructional and theoretical approaches.

Program Elements for Standard 4:
Pedagogical Thought and Reflective Practice

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541;

EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 given ample opportunity to test theories, engage in lively peer critiques, role play approaches, and reflect on the meaning of their observations in their EDUC 521 field placement. Students are challenged to consider how they might be wrong, what they are prioritizing in their decision-making, and what they might be missing as they develop a philosophy of classroom management. Active integration of minoritized and marginalized perspectives occurs in course readings, activities, assignments, and in a series of written reflections submitted to their supervisors as part of their EDUC 521 requirements.

In EDSS 530, General Secondary Methods, candidates are introduced to and practice a variety of teaching strategies, writing detailed lesson plans, and designing learning objectives that are aligned to student assessments. Candidates are introduced to assessment and evaluation in this course with particular attention given to creating diagnostic, formative, and summative assessments to be included in a culminating unit plan.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 534; EDSS 544; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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. As an introduction to this synthesis, students take

EDSS 515 to begin to comprehend the complexity of developmental issues that surface in adolescent learners. Particular emphasis is given to contemporary demographic trends in California communities and the necessity to understand classrooms and teacher-student interactions from multiple and often conflicting perspectives. Further, in EDUC 520, candidates are exposed to a variety of contemporary, California-specific issues pertaining to topics such as recent legislative action, policy decisions, approaches to cooperative grouping, grading, and classroom discipline with students from diverse backgrounds. It is the expectation that CSUCI teacher candidates will be well versed in the current issues in education in all curricular areas, especially as they pertain to best practice, cutting edge research and implications for teaching.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530 EDSS 550; EDSS 560; EDSS 515; EDSS 531; EDSS 534; EDSS 541; EDSS 544; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Beginning in the prerequisite courses, and continuing into the credential courses, candidates are required to look at their pedagogical practice. 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. In EDUC 520, students are required to submit a series of briefs in which they synthesize the content from readings with their impressions and observations in the field placement. In EDUC 521, students write four papers that respond to a series of reflective prompts designed to focus their attention on how they relate to students and their cooperating teacher, how they develop rapport, how they demonstrate professionalism, and how they provide closure at the conclusion of their field placement. In EDSS 515, Adolescent Development for Secondary Educators, students write a series of briefs in which they are required to describe how they use their experiences and perspectives to translate the readings and class discussions into specific approaches to meet the needs of diverse youth. They share these briefs with their peers and instructor and this becomes the foundation for explorations into culturally responsive, reflective, and developmentally nuanced classroom practices.

Continuing into the Credential Program students are challenged to reflect (ongoing) on their emerging self-definition of their role as teacher. Candidates are asked to complete an open-ended question: What is a teacher? at both the beginning and end of their coursework. They are asked to reflect on how their views of teaching and their ideas of

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

The Single Subject Credential Program is utilizing the Performance Assessment for California Teachers (PACT) to meet the state mandated Teacher Performance Assessment TPA). One significant component of the PACT Teaching Event is a task on Reflection where the candidate is asked to reflect on their planning, instruction, and assessment of students.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

During course work, candidates regularly reflect on curriculum-based content, related pedagogical perspectives relevant to state-adopted content standards, curriculum frameworks and instructional materials. During coursework, the students are introduced to the state content standards, curriculum frameworks and embedded pedagogical perspectives. 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, 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 for various activities that support this ongoing reflection).

Candidates are introduced to the intellectual, ethical, social, personal and physical development of students during their prerequisites. In EDSS 515, Adolescent Development for Secondary Educators, students participate in sixteen weeks of investigations into the factors that shape an adolescent's transition into adulthood,

specifically those that are most evident in public school classrooms. Analyzing such issues as flow experiences, risk-taking behaviors, identity development within categories of race/gender/class/ethnicity/sexuality, and the construction of increasingly complex moral decision-making, candidates in EDSS 515 are well prepared to engage their students' intellectual, ethical, social, personal and physical development. In EDSS 530: General Secondary Methods, candidates in interdisciplinary groups of four, draw a picture of a "typical" middle school student. Each group introduces their "student" and a whole class discussion begins with the focus being the five elements listed above. Later in the semester after spending several weeks in their field placement site, candidates are asked to recall and reflect upon that class session and make connections to their current students and current disciplinary teaching implications through on-line asynchronous discussions.

Within each program 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. Many of the course assignments are dependent upon candidates getting to know their students on a variety of levels (including intellectual, ethical, social, personal and physically).

Developing a socio-cultural context for learning under girds 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. Throughout their coursework, candidates are regularly exposed to critical developments in the disciplines of knowledge and the context of the California schools and communities served.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 515; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The cohort model adopted by the CSUCI Teacher Education Programs fosters a sense of community that includes the sharing and exchange of ideas, responses to multiple sources of information, including state curricular frameworks, content standards and policy, and legislation that impacts curriculum and instruction. Faculty are committed to promote, within each teacher candidate, the ability to work with colleagues and to work collaboratively on best practice and alternatives for meeting student needs. All classes

stress equal access to content core curriculum, differentiated instruction, Specially Designed Academic Instruction in English (SDAIE) strategies, and scaffolding, thus enabling each candidate to draw on a rich foundation as they are making pedagogical decisions on behalf of the diverse students in their classes. Indeed, our commitment to educating a diverse student population is noted in the consistency with which students are required to design lessons that are equitable, accessible, and reflective of sound pedagogy.

In coursework and supervised fieldwork, candidates receive information/guidance and direction on how to make decisions that include information 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 the classroom setting. This study is applied and practiced in the field (classroom) setting during supervised fieldwork/student teaching. Candidates receive application/practice in their classroom placement, under the guidance of the cooperating teacher and university supervisor. During the supervised fieldwork/student teaching experience, the candidate practices planning instruction and designing lesson plans, utilizing the state content standards, and related curricular frameworks and state adopted curriculum and embedded pedagogy. These decisions are discussed with the cooperating teacher and university supervisor who also provide ongoing monitoring.

Throughout program coursework candidates read professional literature in the form of textbooks, journal articles, and web-based resources. All syllabi list the required reading list for the respective courses.

Candidates also have multiple opportunities to reflect on potential and actual practices. Many program faculty use electronic discussions on Blackboard as a tool not only for students to reflect on potential and actual practice during field experiences but it is also useful to encourage collegial dialogue between cohort members.

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

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

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

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Issues pertaining to the needs of diverse students are addressed within the context of all prerequisite and core courses and field experiences. Beginning with the prerequisite courses, students are introduced to background information regarding experiences, languages, skills and abilities of students. For example, in ENGL 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. In EDUC 520, candidates read about, discuss, and practice responses to specific cultural/racial/ethnic/linguistic differences and how they shape classroom behaviors and perceptions. In doing so, candidates examine their own social location vis-à-vis their students' Candidates also examine classroom management strategies with respect to addressing the learning needs of diverse students. Further, in EDSS 515, Adolescent Development for Secondary Educators, candidates survey the many insights from developmental literature on how youth identities evolve within and because of social location. Analyzing the socioeconomic, racial, gender, ethnic, linguistic, sexual, and even religious backgrounds of adolescent students, candidates learn to capitalize on "teachable moments" wherein students' diverse experiences serve as a resource for deeper, more culturally relevant learning. In SPED 345, 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 appropriate instructional modifications. Candidates learn critical information regarding student's background experiences with a focus on social, cultural, and language factors.

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 and that have diverse students in the regular classroom setting. 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.

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

During coursework and supervised fieldwork/student teaching, candidates receive information on addressing the needs of ELL's and exceptional/special education students. During several of the prerequisite courses, EDUC 512 and SPED 345, candidates receive foundational information (eg., subject matter knowledge) surrounding the education of special education/exceptional, ELL, culturally and socially diverse students. Candidates 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. These competencies are also infused across the credential (methods) courses. During the methods courses, students receive further information on how to assess student learning, adapt curriculum, adapt/modify instruction, e.g., make the content comprehensible for ELL's and children with special needs in both EDSS 550 and EDSS 560. These foundational and pedagogical considerations are practiced (ongoing) during the supervised fieldwork/student teaching experience. For example, candidates are placed (for at least one of their placements) in a diverse classroom. The candidate is given varied opportunities to provide instruction to students from diverse backgrounds, e.g., linguistic, cultural, special needs. 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, accessible for the learner. (Please refer to Lesson Plan Templates in the Appendix that includes modifications for ELL's and other related requirements/activities required for successful completion of this experience). Ongoing guidance, supervision, and instruction is provided (at the school site) by the cooperating teacher and university supervisor.

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDUC 520; EDSS 515; EDSS 530; EDSS 550; EDSS 531; EDSS 532; EDSS 533; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Candidates study and discuss the historical and cultural traditions of the major cultures and ethnic groups within California and the United States. This is addressed at the pre-requisite level and also in the credential program. In EDUC 512 Equity, Diversity and the Foundations of Schooling, candidates learn about the major cultural/ethnic groups that are represented in California public school classrooms. Candidates consider the ethnic,

cultural, and linguistic diverse student population and begin to connect specific pedagogical needs to these students. These insights are reinforced in EDUC 520 with a particular emphasis on the cultural, racial, and ethnic roots of behavioral differences. Specific attention is paid to the development of resource-based rather than deficit-based orientations toward students, communities, and families. This is expanded on in EDSS 530 General Secondary Methods and EDSS 550 Access to Learning: English Language Learners. In the general methods course, candidates apply specific content related to the California cultural groups and teaching of this content in secondary classrooms. The Access to Learning course focuses and expands specifically on curricula and instructional programs for English Language Learners and actively applying those theories and methods in the secondary classroom during their field placement and course assignments. It also focuses on ways to improve access to literacy for ELLs and struggling readers and writers. The remainder of the credential courses and prerequisites are responsive to the California student population. Across these collective courses, candidates will engage in group projects expecting them to examine effective ways to include cultural traditions and community values within the instructional program. During the second semester student teaching seminar (EDSS 581) candidates conduct a community documentary that details the social, historical, demographic, and geographic information and resources of their student teaching placement and addresses how those factors affect their disciplinary teaching. Through discussions and readings in each discipline area, candidates will be expected to provide direction for equitable access to the content core curricula for students from diverse linguistic, cultural, and social economic backgrounds.

Additionally, there is particular emphasis on developing curricular units that are fair, equitable, and promote access to the content core curricula for all students. Candidates at the credential program level demonstrate the ability to write lessons in all courses that differentiate instruction, provide equal access, attend to the need of special needs students, scaffold for appropriate developmental level, and incorporate effective SDAIE and literacy strategies. It is expected that, 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(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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 515; EDSS550; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

All coursework addresses the candidate's ability to recognize and minimize bias in the classroom. This standard is consonant with the underlying theme of our program in teacher education. Beginning in EDUC 512 Equity, Diversity and Foundations of Schooling, students are introduced (via readings, lecture, discussion) to issues associated with bias in the classroom and the creation of equitable and culturally responsive classroom communities. This content is further enhanced in EDSS 515, Adolescent Development for Secondary Educators, through its focused attention to the hermeneutical

nature of all inter-cultural relationships, especially those that occur in classrooms across race/class/gender/ethnic differences. In EDUC 520, teacher assumptions and predilections are interrogated to reveal the biases that undergird educators' attempts to observe, guide, and make sense of student behavior. Candidates are expected to gather data on what they see in their EDUC 521 field placements and separate their observations from their inferences. They are also shown specific strategies to solicit and incorporate multiple perspectives on their disciplinary practices, including techniques that position students and parents as experts. Candidates demonstrate in the credential courses, the ability to reduce bias in the classroom and to create an equitable classroom environment that enables all students to be successful. It will be the goal of each candidate to develop a safe physical, social, emotional, and intellectual environment that will enable all students to thrive. The ability to meld these areas into a safe environment is demonstrated in the first student teaching seminar (EDSS 571) assignment: Classroom Documentary in which the students take pictures of their assigned room, discuss the implications of the room for the teaching environment and suggest changes they would make if it were their own classroom. Candidates also collect information on school and community resources that promote a safe and healthy environment in EDSS 571.

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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDSS 515; EDSS 530; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Candidates address issues of gender equity in EDUC 512 Equity, Diversity and Foundations of Schooling. As stipulated in course readings, quick-writes, and class discussions, candidates are required to complete several introspective activities in which they examine their attitudes and expectations related to gender. For example, in the Personal Biography assignment, candidates are asked to examine their personal belief system as cultural beings. EDUC 512 also encourages students to begin the process of reflective practice, as they complete electronic journaling assignments, readings and reactions to issues of gender equity. In EDSS 515, students are required to complete a series of smaller two-page briefs and a final reflective paper that demonstrate a synthesis of self-scrutiny, research analysis, and critique of practice. As the reflective practitioner model is stressed, candidates are expected to examine their world-views and how those views impact gender equity in the classroom. Candidates will become aware of the Teacher Expectation/Student Achievement literature to understand the related negative impact of differential treatment based on gender differences.

Additionally, in EDSS 530, during the first class session, candidates are asked to draw a picture of a "typical" middle school student. In small groups they discuss student characteristics and then draw the student they have described. After the individual group drawings are posted candidates then, "introduce" their student to the class describing the interests, family, emotions, and physical characteristics displayed. Class discussion is

then focused on the word "typical" and students are encouraged to recognize the many diversities of students in schools and asked if this collection of "students" is representative of the students in their school placement sites.

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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 515; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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). Assignments in EDUC 520 are scaffolded in a way that provides opportunities for candidates to gradually unpack their beliefs and how those beliefs shape what is seen and done in the classroom. Through weekly briefs in response to readings, statements of philosophical orientations toward the development of learning communities, and fully realized classroom management plans, candidates move from belief to perspective and from practice to reflection. Informed by post-colonial and feminist developmental psychologies, EDSS 515 is organized with an explicit anti-racist, anti-sexist, and anti-homophobic approach that offers ample opportunities for candidates to explore their own presuppositions and apprehensions regarding their work with California's diverse student populations. Through class activities, videos, guided discussions, and written assignments, candidates are encouraged to place their perspectives alongside others' and explore differences as resource from which pedagogical improvements can be generated. All faculty will stress the importance of working with families and valuing the strengths and differences that families bring to the educational process. During fieldwork and student teaching, candidates will have the opportunity to observe, first hand, the daily interactions with families and community. Cooperating teachers and University Supervisors support this standard in the classroom/community context. It is the expectation of the program that all candidates are proficient in developing parental involvement components that are valuable, valid, and respectful of families.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

The Appendices contain syllabi for prerequisite and program methods courses that 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 and appropriate opportunities to engage in extracurricular activities.

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

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

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

Response

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

Each course in the credential program is responsible for facilitating the practice of 4 to 7 TPE's that will lead to success in passing PACT. The pre-requisite courses along with the credential courses include a variety of TPE's. Courses were divided to include specific and common TPE's. A review of the course syllabi illustrates a variety of assignments that indicate the standard, an assignment that responds to the standard being addressed and the appropriate TPE addressed. The various assignments are linked to the TPE's along with the rubric being used for the formative assessment. Each course has a course designer who is also a member of the tenure line faculty. Responsibilities of the course designer include updating the readings and assignments as necessary, ensuring that new faculty and adjunct faculty have the knowledge and skills to carry out the core assignments in the shell syllabi and that grading of TPE's is consistent throughout all courses. The course designer also ensures the continuity across the various sections of the course, including course assignments, selected readings (based on an adopted text/readings list) and focal activities.

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

For additional formative evaluation, candidates complete PACT to provide evidence that they have successfully met and or exceeded all of the requirements to become successful teachers. Please refer the various course syllabi for a list of the TPE's that are addressed and to the matrices that indicate the specific course and TPE's.

Program Elements for Standard 6:
Opportunities to Learn, Practice and Reflect on Teaching

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 Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

Every syllabus contains a list of assignments that shows the alignment to the TPE's. Please refer to the appendices for each course syllabus.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Rubrics for course assignments are developed to ensure that candidates are given timely and informative feedback on their performance at various times during the program.

The rubrics, developed for each assignment, adhere to a CSUCI standard that will allow all candidates to receive feedback that is consistent and timely. In all cases, candidates must meet or exceed the requirements on the rubric to be recommended for a passing grade. Those candidates who are recommended for a preliminary credential will have

demonstrated skills, showing that they are developing as teachers who will be successful in the public school classroom setting.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 534; EDSS 544; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

Each course in the credential program is responsible for facilitating the practice of 4 to 7 TPE's that will lead to success in passing the TPA's once implemented. The pre-requisite courses along with the credential courses include a variety of TPE's. Courses were divided to include specific and common TPE's. A review of the course syllabi illustrates a variety of assignments that indicate the standard, an assignment that responds to the standard being addressed and the appropriate TPE addressed. The various assignments are linked to the TPE's along with the rubric being used for the formative assessment. Each course has a course designer who is also a member of the tenure line faculty. Responsibilities of the course designer include updating the readings and assignments as necessary, ensuring that new faculty and adjunct faculty have the knowledge and skills to carry out the core assignments in the shell syllabi and that grading of TPE's is consistent throughout all courses. The course designer also ensures the continuity across the various sections of the course, including course assignments, selected readings (based on an adopted text/readings list) and focal activities.

For example, in the credential course EDSS 530 candidates are asked to create a course syllabus that is aligned to their field placement class. This first assignment for the course serves as an early formative assessment and helps to lay the groundwork for the student in understanding the multiple dimensions of classroom life. The assignment description and rubric are in the Appendix for the course.

For the summative evaluation, candidates must successfully complete the Performance Assessment for California Teachers (PACT) to provide evidence that they have successfully met and or exceeded all of the requirements to become successful teachers. Although a summative assessment for the program, candidates have formative opportunities and feedback in the credential coursework and during their first student teaching seminar to work on and practice for PACT.

During each student teaching, candidates receive periodic formative feedback on their performance of TPE's from cooperating teachers and university supervisors. The Student Teaching evaluation forms are directly aligned to the TPE's. Summative evaluation of student teaching is based upon TPE competencies. Additionally, it is in the final student teaching seminar EDSS 581 where candidates submit PACT to be evaluated by program faculty.

Program Standard: 7-B
Single Subject Reading, Writing and Related Language Instruction in English

Response

The Single Subject Teaching Credential teacher preparation program provides substantive, research-based content literacy instruction (defined below) that effectively prepares each candidate to teach content-based reading and writing skills to a full range of students including struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners. The Single Subject credential program prepares candidates to do the following:

- demonstrate knowledge of components for effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). For example:
  - Orientation (e.g., engagement, teacher demonstration)
  - Presentation (e.g., explicit instruction, modeling, pacing)
  - Structured practice (e.g., reinforcement, questioning, feedback)
  - Guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction)
- utilize content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom
- identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research)
- to be aware of and understand research-based instructional approaches that build fluency, comprehension and background knowledge, develop academic language, develop study and research skills, and teach writing in the discipline
- use assessments (diagnostic, formative and summative) for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction
- provide systematic and explicit differentiated instruction in the content area to meet the needs of the full range of learners in the classroom (e.g., struggling readers, students with special needs, English learners and speakers of non-standard English, and advanced learners)

Research-based content literacy includes:

- *Vocabulary development* of words and terminology with general academic utility, as well as specialized vocabulary specific to the subject. Candidates will be prepared to teach the full range of students to do the following:
  - use derivations from Greek, Latin, and Anglo-Saxon roots and affixes in reading assignments (when applicable)
  - learn new and important content vocabulary and review cumulatively and periodically during the school year
  - read independently (at skill level) in the content areas in order to promote vocabulary development

– use of context clues, apposition and word structure/analysis

- *Academic language* appropriate to the subject that allows students to read, discuss, interpret, and understand content area documents applicable to the content area. Candidates will be prepared to teach the full range of students to do the following:
  – read and write using a wide variety of text (e.g., evaluating, synthesizing, and analyzing articles and books for research)
  – use professional language from a variety of sources
  – initiate and participate in discussions that extend their academic language
  – engage in independent reading from a variety of sources

- *Reading comprehension* strategies and skills that allow students to access grade-level content material in order to activate background knowledge, make connections within and across disciplines, synthesize information, build fluency, and evaluate content area documents. Candidates will be prepared to teach the full range of students to:
  – experience a variety of informational texts reference works, including but not limited to magazines, newspapers, online information; instructional manuals; consumer, workplace, and public documents; signs; and selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve.*
  – develop critical-thinking skills appropriate in all academic areas (e.g., synthesizing, paraphrasing, connecting to related topics, and extending ideas through original analysis, evaluation, and elaboration)
  – develop comprehension skills through writing (e.g., writing reports on historical investigations); speaking (e.g., delivering multimedia presentations); and listening (e.g., identifying logical fallacies in oral arguments)

- *Writing* that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats. Candidates will be prepared to teach students to:
  – develop strategies for organizing and giving focus to their writing with increased emphasis given to supporting documentation (e.g., support for all statements and claims through the use of anecdotes, descriptions, facts and statistics, and specific examples) and the extension of strategies (e.g., note taking, outlining, and summarizing).
  – apply the general strategies of organization and focus, revision, and research methodology described in the writing standards.
  – establish a coherent controlling theme that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing.
  – to craft writing at the depth and complexity necessary for their subject matter and grade-level.
  – to present research via multiple pathways- in their writing, orally, and through technology, in accordance with their state-standard writing requirement.

Intern Program Delivery Model:
The intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction in English (ENGL 475, EDUC 521).

Standard 7B: Process and timeline for addressing the modified standards
The Standard is met and evidenced in the following course syllabi found in the Appendix: EDSS 541-544; EDSS 571; EDSS 575; EDSS 581; EDSS 585; and the Literacy Template found at the end of this standard.

Our ongoing assessments of our previous stand-alone literacy class (formerly EDSS 540) resulted in our identification of the content-based methods courses as sites where instruction in reading, writing, and related language skills and strategies are the most meaningful and explicit for teacher candidates. These courses, titled Teaching Methods in High Schools (EDSS 541-544), have been increased by one unit and re-designated as methods courses incorporating overt literacy content.

A systematic, comprehensive approach to teaching literacy in these content area methods courses has been achieved by embedding common lectures and assignments across all courses (EDSS 541-544), including instruction in foundations of reading and research-based literacy skills and strategies. Integrating this material directly into the methods curriculum reduces resistance from teaching candidates who may otherwise have avoided the teaching of reading and writing in their content area. It provides an excellent content model through their instructor, who credibly demonstrates for students what specific literacy strategies are effective in their particular content area. It also eliminates unintentional redundancies for subjects, such as English, that already include intensive instruction in reading and Language Arts methods. Content areas that depend exclusively upon reading abilities (English and Social Studies) also integrate reading and writing strategies into their first semester methods course, Teaching Methods in Middle Schools (EDSS 543, 544).

In spring and summer 2008, the secondary education faculty coordinator, the literacy coordinator, and methods instructors met to discuss methods for embedding literacy content into the methods courses and an appropriate time frame for integrating the new material. Building from information discussed at this meeting, faculty worked over the summer to redesign the literacy component within spring methods courses in English, Science, Math, and Social Studies. A revised lesson plan format for the entire single subject faculty was created to emphasize literacy strategies for each lesson plan. Literacy material was integrated into our general methods class to support integrating literacy instruction into the new lesson plan format. Faculty met in the fall to discuss changes and review amended syllabi. The literacy coordinator then took the lead in the spring pilot of EDSS 541-543, conducting periodic lectures and discussions with the combined group of methods students and working with methods instructors to support the integration of

literacy elements and assignments into their individual courses. (Due to low numbers, our social studies methods course, EDSS 544, was not offered).

In April 2009, we will survey our pre-service teachers, cooperating teachers, methods instructors and field supervisors to gauge the effectiveness of the literacy-infused model. The program faculty will meet again in late April to assess the results of this survey and to consider changes to the program for 2009-10.

We have simultaneously been engaged in increasing the potential of our program to support instruction targeted to a full range of students. Students currently take additional "Access to Learning" courses that provide a detailed focus on the content-based reading and writing skills of English Learners and on students with special needs. Our infused-methods courses focus particularly on learners who struggle to read and write at grade level for a variety of reasons, including both disengagement and a lack of literacy skills and strategies. We are currently engaged in discussions about ways to integrated universal design principles into lesson planning for all at the secondary level.

Standard 7B: Specific changes made to address the modified standards
The prior stand-alone literacy course, EDSS 540, included research-based strategies for content literacy. In redesigning our literacy development model, we have emphasized the following elements for incorporation into our literacy-infused methods courses:

Effective instructional delivery in reading
Pre-service teachers learn effective methods for providing instruction in reading content materials within their methods courses, as part of a unit on reading processes, and as part of our textbook analysis and adaptation unit.

Strategies for vocabulary development
We prepare pre-service teachers to provide appropriate vocabulary development through combined group lecture, discussions, readings, and assignments in the spring literacy-infused methods courses and in the general methods courses in the fall. We specifically address word derivations, use of schema theory/word relationships, word structure/analysis, and independent reading as research-supported instructional approaches. Students are also required to address vocabulary development as part of their literacy component in every lesson plan.

Strategies for reading comprehension
The literacy infused-methods courses incorporate specific activities that focus on reading processes and comprehension strategies, use of metacognition, methods of building fluency, and schema theory/importance of background knowledge. Through a textbook analysis assignment, students learn how to analyze texts used in class for necessary strategic support and how to supplement the primary texts with a variety of informational texts, including reference works, online information, visual information, and multimedia. Additionally, within the English Language Arts spring methods

course, we focus in-depth on research-supported reading strategies, including those used in the ERWC (Expository Reading and Writing Course).

Support for writing to learn and learning to write
Pre-service teachers in the literacy-infused methods course are brought together to discuss ways to apply techniques to support writing to learn as well as to provide scaffolding to support students in learning to write. Research-based information showing how writing shapes learning is addressed, and students work to rethink how they use/can use writing in their discipline: to identify prior knowledge, to keep track of in-process learning (including focused documentation such as notetaking), and to consolidate/reformulate/extend subject matter understanding. This information is specifically asked for in the literacy portion of each lesson plan in all content areas, reinforcing the importance of regular writing and support. Emphasis is given to the importance of supporting statements with evidence both orally and in writing. Additionally, in EDSS 543, English Language Arts methods students focus specifically on the writing process both as enacted regionally and as informed by best practices.

Intern Program Delivery Model:
The following table outlines the intern preservice component (providing skills and knowledge required prior to entering the classroom as the teacher of record) relative to Standard 7: Preparation to Teach Reading-Language Arts: Single Subject Reading, Writing and Related Language Instruction in English.

Type of Instruction	Description (course number if appropriate)	Hours
Classroom management and planning	EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive classrooms (3 units)	45
Developmentally appropriate teaching practices	EDUC 521 Field Experience (1 unit) 3 hours per week in an elementary or secondary classroom depending upon the credential	15
Pedagogy: General (multiple subject), Subject (single subject), or Specialty Specific (special education)	Multiple Subject and Single Subject--EDUC 521 Field Experience (1 unit) 3 hours per week in an elementary or secondary classroom depending upon the credential Education Specialists --Sped 345 Individuals with Disability in Society (3 units)	15
Teaching English learners	ENGL 475 Language in Social Context (3 units)	25
Communications skills including reading	ENGL 475 Language in Social Context (3 units)	20

Literacy Template for 54- Methods Classes, Spring 09

Assignment: Literacy Overview and Introduction to the Reading Process
Reading materials: Unrau Chapter 2
Format: Whole group, cross-class, lecture (2 hr) then continued with discussion and application in individual classes (2 hr) = 4 hrs total
Assessment: Lesson Plans; Microteachings; Case Study

Class instruction/discussion/material includes:
- Reading processes and Schema theory
- Explicit comprehension strategies
- Vocabulary strategies
- Supportive vs. Detrimental reading practices
- Compare to SDAIE strategies
- Assigning and assessing writing in the content areas

Assignment: Textbook Analysis & Adaptation
Reading materials: Adapting Challenging Textbooks to Improve Content Area Learning by Kyle Higgins, Randall Boone,
& Thomas C. Lovitt (2002). In *Interventions for academic and behavior problems II* (M. R. Shinn, H. M. Walker, & G. Stoner, Eds.) Bethesda, MD: National Association of School Psychologists. 2002.
Format: Whole group, cross-class, lecture (2 hr) then continued with discussion and application in individual classes (1 hr) and sharing of papers (1 hr) = 4 hrs total
Assessment: Textbook analysis and adaptation assignment

For this two-part paper, you will first analyze a content-area textbook for particular elements provided in class, writing up your findings and recommendations. Secondly, you will apply ideas from the course to create an adaptation plan for teaching this textbook to students who need assistance in making meaning from this text. It is strongly recommended that you use a textbook from your current school placement for this analysis.

Class instruction/discussion/material includes:
- Textbook analyses
- Pros/cons of readability formulas
- Ways to utilize, complement, or replace the textbook
- Role of children's, trade books, & electronic texts in the curriculum
- Text selection criteria
- Differentiating materials

Assignment: Case Application Assignment
Reading materials:
Format: Whole group, cross-class, lecture (2 hr) then continued with discussion and application in individual classes (2 hr) = 4 hrs total
Assessment: Case Application

The purpose of this assignment is to examine how the theoretical and practical material we've been learning about pertains to real classrooms in all of their messy complexity. A case analysis asks for your interpretation of the best practice approaches to a hypothetical situation that you will read about in class. You will be asked to apply your learning about literacy in your content area to this hypothetical case and to justify your solutions in writing and/or discussion.

Class instruction/discussion/material includes:
- Review Literacy strategies (reading comprehension and vocabulary)
- Role of content vocabulary
- Application of comprehension strategies and techniques
- Application of vocab. strategies and techniques across content areas
- Benefits of metacognition
- Use of writing in the content areas

Assignment: Incorporation of Reading Strategies (vocabulary, comprehension, etc.) into Lesson Plan and Microteaching Requirements.

Reading materials: Handout summarizing literacy approaches for lesson plan use
Format: Discussion and application in individual classes (2 hr) = 2 hrs total
Assessment: Incorporated into lesson plan requirements (see below) and demonstration lesson assessment criteria for each content area.

Lesson Plan Requirements: Literacy
- How have you addressed the literacy needs of all your students? Please write a single paragraph that takes into account the following literacy concerns, *as applicable to your lesson and students*. *Be clear* about your students' literacy needs and *be specific* about how you are addressing them. A little extra time spent here will go a long way toward ensuring a successful lesson. *Once you have finished, go back through the lesson and label the literacy methods*. Here are some issues to focus on for your paragraph:
  - Which concepts and/or vocabulary terms are likely to be difficult in the lesson, and how has this difficulty been addressed?
  - What reading strategies are offered to compensate for challenging texts?
  - What opportunities are there for students to reflect on their learning?
  - How have you incorporated writing? (for example, to identify prior knowledge, to keep track of in-process learning, or to reformulate/extend the lesson?)
- Note: It is likely that you'll find yourself in a time crunch once you begin to incorporate literacy instruction into your lesson. In other words, you won't be able to "cover" as much material as before. (But were they really learning it anyway?). Often taking a smaller chunk for the lesson, or stretching it over two or even three days, is preferable for optimal learning.

<u>Assignment: Inclusion in summative course evaluation (examination, unit plan, etc.)</u>
Reading materials: Those provided for course, additional readings offered on BB for inclusion by instructors as needed
Format: Discussion and application in individual classes (1 hr) = 1 hr total
Assessment: Incorporated into assessment criteria for the summative assessment.
Literacy needs to comprise 25% of the total course grade and seat time, as it is ¼ of the unit count.

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

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates

Response

Candidates in the single subject credential content disciplines of mathematics, science, history-social science, and English are prepared to plan and deliver effective instruction in their subject-specific areas. Throughout the core program courses, within the subject-specific methods courses, and in corresponding fieldwork and student teaching experiences candidates receive multiple opportunities to create lesson plans that are aligned to the state-adopted content standards and curricular frameworks in the content area. In each of the content specific methods courses (EDSS 531, 532, 533, 534 & EDSS 541, 542, 543, & 544) candidates' understandings of the structure of the discipline along with the basic principles and values of the discipline is reinforced.

Every course in the program has assignments aligned to the TPEs and these relationships are made explicit in the course syllabi. Each candidate has multiple opportunities to learn, practice and reflect on their understandings of the TPEs.

Beginning in EDSS 530: General Secondary Methods, all candidates learn the basics of lesson planning in relation to their content area, learn basic instructional strategies and assessment techniques, gain an introduction to literacy strategies and learn about available technological and multiple media resources to plan effective lesson plans that maximize student engagement and student learning.

All single subject candidates enroll in a content methods (531/541 = math; 532/542 = science; 533/543 = English; 534/544 = History/Social Science) course concurrently with

EDSS 530. The courses are created to complement each other while the content methods course focuses exclusively on disciplinary perspectives of teaching.

The sequence of two methods courses in the discipline (531/541 = math; 532/542 = science; 533/543 = English; 534/544 = History/Social Science) are designed to build upon and reinforce concepts and strategies at the middle and high school levels. The high school methods courses in the sequence have been increased by one unit to allow for the integration of literacy instruction as applied to the content areas.

In each disciplinary subject matter credential, candidates will complete two eight-week terms of full-time student teaching (EDSS 575 and EDSS 585). During these student teaching experiences all candidates will regularly write lesson plans that will be evaluated by the cooperating teacher and university supervisor. Additionally, each candidate will have the opportunity to practice the theory-based information covered in the content methods courses.

8B(a) *Mathematics.* **During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding 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 K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.**

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 531; EDSS 541; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Single subject mathematics candidates encounter multiple opportunities to acquire a deep understanding of the interrelated components of mathematical instruction in their fieldwork and coursework. The subject matter content that is covered in the course for pedagogical purposes is closely aligned to the state-adopted K-12 academic content standards for math and the NCTM standards.

In EDSS 531: Teaching Mathematics in Middle Schools and EDSS 541: Teaching Mathematics in Secondary Schools candidates create a mathematics problem deck appropriate for the grade level of their field/student teaching placement. The purpose of this tool is to identify grade appropriate math problems at a variety of ranges and to also include a range of possible solution strategies with each problem. Each problem is aligned to the Mathematics Academic Content Standard as appropriate. In addition to being pedagogically educational for the candidate in mathematics the problem deck

becomes purposeful during fieldwork and student teaching as it is utilized and practiced with middle and high school students.

Single subject mathematics candidates encounter multiple opportunities to acquire a deep understanding of the interrelated components of mathematical instruction in their fieldwork and coursework. The subject matter content that is covered in the course for pedagogical purposes is closely aligned to the state-adopted K-12 academic content standards for math and the NCTM standards.

In EDSS 531, candidates conduct an assessment of middle school students solving math problems. The purpose of this assignment is to give the candidates opportunities to recognize common mathematical misunderstandings. This assignment is due early in the course so students have the opportunity to use the information in designing lessons and other activities so they can anticipate and then clarify student misunderstandings of mathematical concepts as well as demonstrate their understanding of TPEs.

In EDSS 541, candidates are expected to build upon their experiences about student learning and misunderstandings when completing the four mathematics activity assignments. These activities require substantial student involvement and mathematical thinking skills to demonstrate their understanding of the TPE's.

Both classes require the completion of a mathematics unit as a summative assessment for each course. In the unit, candidates are evaluated on their connections of concepts between lessons, the grade level and developmental level appropriateness of the lesson content and methods, and the alignment of the lessons to the state-adopted content standards. Specifically in EDSS 541, the unit will also contain a concept map that will illustrate the unit content and show how the unit is connected to other mathematical principles and concepts.

Through the successful completion of all of the assignments in EDSS 531 and EDSS 541 candidates will have provided substantial evidence demonstrating their understanding of the TPE's.

8B (b) Science. **During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) 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 (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.**

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 532; EDSS 542; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Single subject science credential candidates complete a two course content methods sequence—EDSS 532: Teaching Science in Middle Schools and EDSS 542: Teaching Life/Physical/Geo- Science in Secondary Schools. Candidates have multiple opportunities to create lessons and activities that are aligned to the K-12 academic content standards in Science. Both courses require unit plans as the summative course assessments. In these units students align the individual lesson plans with the content standards. In EDSS 542 candidates create a concept map of their own knowledge of their science discipline. As an in-class extension of that activity, candidates are asked to relate the maps to the content standards and evaluate their understandings against the major concepts and principles of the discipline.

Teaching science as Inquiry is a core element in the two courses. Therefore, all course assignments are focused on the relationship of science content—whether it is physical, life, or earth science—to strategies and methods that promote student inquiry and investigation and the appropriate grade levels. Specifically, in EDSS 532, students develop detailed questioning strategies to further student understanding on science topics. In the same class students are asked to create an investigative Science-Technology-Society Lesson that will integrate science concepts, standards, and a societal issue for an age appropriate audience. In EDSS 542 candidates select and evaluate a found science lesson against the National Science Education Standards for inquiry. As an additional component of this activity candidates also identify the steps and procedures to make the lesson more inquiry-based. Additionally, one of the units for the EDSS 542 course is an investigative inquiry unit for a high school science course. With proper planning candidates will be able to teach the unit during their upcoming full-time student teaching.

Effective laboratories and field activities are essential items covered in EDSS 532. Laboratory safety is covered through case readings and class discussions. Candidates in this course will create a Safety Plan for implementation in their science classroom and laboratory. Additionally, creating effective lab activities is covered in both courses during instruction, class readings, and class discussions on inquiry learning. Candidates will develop a laboratory or field activity for each of the units they develop. Field trips and excursions are also covered in EDSS 532. Students have opportunities to prepare and participate in one or more excursions during the course. Sites include local natural history museums, the Ventura County Water District, and a local Insectaria. This project has the potential to be linked to the STS lesson depending upon the content emphasis of the candidates.

8B(c) History-Social Science. **During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important**

roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

The Standard is met and evidenced in the following course syllabi found in the Appendix: EDSS 534; EDSS 544.

Single subject history-social science credential candidates complete a two course content methods sequence: EDSS 534—Teaching Social Studies in Middle Schools, and EDSS 544—Teaching Social Studies in High School. Framing social studies as a field of inquiry, a set of critical thinking skills, and preparation for engaged citizenry, the two-course sequence mirrors the approaches recommended by the California History-Social Science Framework.

With regard to learning and practicing "state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels," in these courses, candidates are given multiple opportunities to create units and lessons, experiment with pedagogies, and devise activities that are explicitly aligned with California's 6-12 academic content standards in history-social science. Both courses begin with a survey and analysis of the state framework, lesson models, and national standards in History-Social Science. Surveying the skills delegated to social studies content, the courses demonstrate to preservice teachers how to scaffold learning opportunities for middle and high school students in such areas as the interrogation of primary source documents, the detection of bias, analysis of maps and globes, investigations of chronology and causal relationships in history, the representation of information in graphs, and the development of critical thinking. Candidates use TaskStream (a web-based learning management tool) to construct units and lessons that meet specific content standards for grades 6-12. In EDSS 534, candidates write and revise two lesson plans that address social studies content standards for the grade level they will teach and analyze and prioritize their choices among a range of auxiliary curricular materials aligned with the state framework. In EDSS 544, three course assessments are aligned with this objective. Candidates complete a detailed unit plan, two formal lesson plans, and a revised unit plan (based on instructor and cooperating teacher feedback). In addition, candidates in EDSS 544 are required to present their analysis and adaptation of state-approved textbooks and demonstrate how they meet the literacy and content needs of students in their grade level. Both courses conclude with an electronic portfolio in which candidates must show how their content and methods specifically address state standards in the social sciences.

To meet the expectations of "apply[ing] social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities," EDSS 534 devotes an entire session to preparing candidates to teach students to evaluate primary source documents and another session to how teachers may infuse literature into social studies (and vice versa) in Humanities courses. Likewise, EDSS 544 has several sessions that focus on writing across the curriculum, developing research projects, and using libraries, field trips, and guest speakers to diversify content and multicultural perspectives on it.

"Encourag[ing] civic participation through studies of democratic civic values and constitutional principles" is explicitly addressed in EDSS 544 during session 4 in which attention is focused on how social studies classrooms may be constructed to produce a critical, engaged citizenry. It is also specifically addressed in session 1 when the grade 12 "Principles of American Democracy" content is explored in depth.

Candidates learn and practice ways to "deal honestly and accurately with controversial issues in historical or contemporary contexts," EDSS 534 devotes an entire session to teaching for citizenship and social justice in which candidates survey and analyze various curricula that frame social studies as preparation for an engaged multiculturalism. EDSS 544 also meets this expectation by dedicating one session to teaching current events, and another to how a teacher may prepare students to discuss divisive issues both in the current context and in specific historical eras.

Candidates' abilities to "discuss important roles of religion in world and United States history without bias" is directly addressed in EDSS 534 in session 10 wherein candidates examine state education code language and local district mandates regarding the difference between teaching *about* religion and the teaching *of* religion and then critique various approaches that either meet or violate such ethical restrictions.

EDSS 534 "incorporate[s] a range of critical thinking skills and academic study skills into social studies instruction" in two adjoining sessions. These skills include but are not limited to: bias detection, economic agenda analysis, map & globe skills, evaluating internet sources, charting time and chronology, cooperative work skills, and graphic organizing and informational display skills. For each of the unit and lesson plans candidates must submit (and revise based on instructor and cooperating teacher feedback), skills-based approaches are required. Though the development of knowledge of past events is crucial to how such assignments will be assessed in EDSS 534 and 544, candidates will be expected to demonstrate throughout the two-course sequence how they incorporate skill development into their teaching and assessing.

To ensure candidates can "utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects," considerable attention is paid (two full sessions) in EDSS 534 to developing candidates' discussion-leading and question-asking skills. Likewise, EDSS 544 has three sessions devoted to experimenting with various proven teaching methods that include: learning centers, problem-based learning, debates, simulations, mock trials, role-plays, plays, and re-enactments. In their unit and lesson planning assignments, candidates must demonstrate the capacity to innovate and invigorate their pedagogy beyond mere lecture and discussion by incorporating these active forms of social studies learning.

When it comes to evaluating candidates' progress in meeting these goals, as mentioned above, both courses require lesson plans and synthesizing/reflective portfolios as core assessments. In the middle school course (EDSS 534), candidates also prepare annotated reviews of online resources for students, construct a series of objective-driven assessments, and develop a prioritized and rationalized list of auxiliary curricula they intend to use in their teaching. In the high school course (EDSS 544), candidates create a detailed unit plan, an annotated review of online resources for teachers, a critiqued and improved research project (one they find and then augment based on the theories and

techniques explored in the course), and a revised and expanded unit plan (taking what they have created and taught then reflecting on its assets and liabilities in order to chart improvement). Course assessments include unit plans, lesson plans, annotated reviews of online resources, reflective e-Portfolios, and adaptations/revisions of "canned" curricula available through publishers and web-based sources. Students will also review, select, and prioritize with rationale how they would spend a specific budget on auxiliary teaching materials for their social studies course. Throughout all assignments, the focus will be on the development or adaptation of innovative curricula that inspires learning, meets standards, incorporates technology, and specifically addresses the needs of diverse learners.

Program Elements for Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single-Subject (SS) Candidates
An accreditation team determines whether the preliminary teacher preparation program meets this standard based on evidence provided by the program sponsor. The team must determine that the quality of the program has been clearly and effectively substantiated in relation to each of the following elements.

8B(a)   **English.   The Single Subject Teaching Credential teacher preparation program effectively prepares candidates to deliver a comprehensive program of systematic instruction in English, as defined by the California Reading/Language Arts Framework (2007). They learn and practice ways to:**
- **Differentiate instruction based on the needs and strengths of the range of learners in the classroom, including English learners, struggling readers and writers, advanced learners, ones who use non-standard English and students with disabilities.**
- **Assess both formally and informally student progress to inform and plan instruction that advances the learning of all students.**
- **Connect reading, writing, and oral language processes in an integrated fashion.**

Teacher candidates in English learn and practice differentiation, assessment, and integration through multiple assignments bridging theory and practice. In EDSS 533 (fall), they participate as a class in constructing a unit plan of a single core novel, during which principles related to differentiated instruction are discussed and applied, assessment is integrated, both formal and informal, and the integration of reading, writing, listening, and speaking modalities is modeled. This task requires candidates to make strategic choices not only about the genre characteristics and concepts in the core text and supplemental texts, but also about the ways in which they will address issues of differentiation. Students then apply this learning in constructing a unit plan of their own in both semesters.

In EDSS 543 (spring), these principles are extended by the incorporation of the ERWC (Expository Reading and Writing Course), which provides a template that clearly integrates multiple modalities, incorporates multiple assessment opportunities,

and supports English Language Arts Standards. Additionally, assessment is targeted as a tool for planning and reflection. Candidates conduct a case analysis of their student teaching classroom, focusing on a small diverse group of students. They collect both diagnostic and formative assessment data from this group, bring it to class to analyze and discuss, and use their findings to inform and plan their instruction for the remainder of the semester. Finally, in both semesters, teacher candidates participate (as teacher or student) in demonstration lessons, after which lessons are analyzed for multiple factors, including differentiation, assessment, and integration of modalities.

Teacher candidates in English understand, plan, design, and implement instruction that includes the following:

- **Word analysis, fluency, and systematic vocabulary development, as evidenced by their use of phonological, morphological, and derivational systems of orthographic development.**
- **Reading comprehension, including promoting students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.**
- **Purposes and characteristics of the major genres of literature.**
- **Literary response and analysis and critique of texts and media for point of view, bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.**
- **Writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), conducting research, and applications that allows students to produce complex texts.**
- **Academic language development emphasizing discourse that leads to the production of complex texts.**
- **Incorporation of technology into language arts as a tool for conducting research**
- **Strategies and systematic guidance so that students select text_s for reinforcement of independent reading habits.**
- **Opportunities for listening and speaking including comprehension, organization and delivery of oral communication, and analysis and evaluation of oral and media communications.**
- **Instruction in speaking applications including grade-level genres and their characteristics.**

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Teacher candidates in English spend the majority of their coursework in understanding, planning, designing, and implementing effective instruction in their content area. Vocabulary development and reading comprehension are emphasized in both semesters for the targeted grade level. In response to the standards, we have incorporated into the

literacy-infused spring methods course a focus on the use of phonological, morphological, and derivational systems of orthographic development. We will revise the fall methods course to incorporate this information as well.

Both fall and spring methods courses demand that teacher candidates develop, in their classrooms, a high level of discourse that leads to the production of complex ideas in writing; our PACT assessment stresses this outcome as well. Candidate lesson plans for writing are required to address diagnostic, formative and summative assessments with attention to the needs of diverse populations of students.

During the fall semester instruction focuses more heavily on the teaching of literature (short fiction, novels, poetry, and drama), including literary response, analysis, critique, and genre instruction. In each lesson plan teacher candidates consider ways to support all learners through differentiation and appropriate scaffolding. Writing is integrated, especially in the response to literature domain, and classroom discourse is analyzed and promoted as a method for developing oral communication and listening skills and as a tool for practicing reading comprehension and analysis techniques. Teacher candidates pay special attention to the importance of authentic questions that stimulate and deepen cognitive development and engagement through oral and written language opportunities. Through activities ranging from whole class literature discussion to small group interactions, from informal speaking strategies to formal presentations, candidates analyze the importance of speaking and listening skills in the development of the language arts. They are required to develop, model, and critique lessons that test out and apply these learning theories in practice.

During the spring semester, instruction focuses more heavily on the teaching of expository texts, including critique of texts and media for bias, persuasive techniques, and the like, and on writing instruction in the informational, persuasive and technical domains. Candidates consider how to teach appropriate strategies to comprehend, analyze, and write about expository text, with special focus on the teaching of persuasive and rhetorical strategies. They also address the teaching of longer expository writing pieces such as the research paper, which includes considerations of technology use for research purposes. In combination with this approach, candidates learn about the English Reading and Writing Course (ERWC) for teaching expository texts (presented throughout the CSU through the Early Assessment Program). Particular attention is also paid to analyzing writing techniques and formats used in local school districts in relation to the standards as well as theories of writing processes. As part of the additional unit of literacy, the spring course also includes a focus on independent reading support.

Syllabi for EDSS 533 and EDSS 543 identify the specific TPE's covered in each English methods course as related and aligned to course assignments. By successfully completing the course assessments candidates will have provided substantial evidence demonstrating their understanding of the TPE's.

Program Standard 9:
Using Technology in the Classroom

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

Response

Technology is basic and foundational to our teacher preparation program at CSUCI. 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 access content knowledge. The candidates become skilled in the use of information technology to ensure universal access and differentiation of instruction. Candidates learn how to use hardware and peripherals to their advantage for instructional purposes.

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

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 534; EDSS 543; EDSS 544; EDSS

571; EDSS 575; EDSS 581; EDSS 585

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

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

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

In ENGL 475, students are assigned an internet website search project, wherein they are required to identify and present a valid website that relates directly to the special needs of English Learners, as a resource for teachers, for English Learners, or both.

EDSS 531 Students are asked to consider the appropriateness of technology tools and resources when planning their lessons for the middle school classroom and presentations in this course. They are asked to justify their technological choices and not just use a resource because it involves technology.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; EDSS 530; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Through course readings and assignments, candidates analyze instructional technology and apply it in their lessons. They generate a list of best practices using technology and then evaluate the software they have selected against the criteria. Subsequently they design lessons that incorporate the best of the software selected that supports and enriches instruction.

In EDSS 543 candidates complete a Language and Technology assignment that involves searching and analyzing internet resources and websites for use in teaching.

For example, in both EDSS 541 and EDSS 542 candidates will investigate technology use in the respective disciplines and create units of study using technology in the classroom.

EDSS 531 Students are encouraged to integrate technology where appropriate into their 5-day math unit. The instructor provides position papers from such organizations as NCTM regarding the use of computers, calculators and other technological tools in the classroom.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 541; EDSS 532; EDSS 534; EDSS 542; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Candidates learn the basic principles of operation of computer hardware and software in the pre-requisite course EDUC 520. For example, in EDUC 520, Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms, they use digital cameras and basic photo-editing software.

In EDSS 530 the candidates will problem solve how to connect the cameras to the computers in the lab and then up-load, transfer, manipulate and incorporate their photos into PowerPoint presentations. Candidates will learn how to scan images and text and import it into their presentations.

EDSS 531 Students are responsible for configuring their own presentation tools for their microteachings and math unit presentations. They use a combination of laptop, LCD projector, flash drive and document camera. They also participate in 4 electronic discussions on Blackboard and use such resources as graphing calculators and Geometer's Sketchpad for class activities.

In ENGL 475, students are assigned an internet website search project, wherein they are required to assess the validity and reliability of the source they chose to present. They demonstrate their ability to conduct a web search for an appropriate internet resource, their ability to navigate through that source, and to use technology in a teaching situation.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 550; EDSS 531; EDSS 534; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

EDSS 531 Students are required to participate in electronic discussions on Blackboard. One of these discussions entails critiquing mathematics websites and sharing this evaluation with their peers. Students are expected to use application programs such as Microsoft Word and Power Point to prepare and present their assignments.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 534; EDSS 543; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

All courses at CSUCI use a web-based tool, called Blackboard, to manage course information and communication. This web-portal incorporates syllabi, course documents, electronic course announcements, email, and a threaded discussion board. Faculty and candidates use this tool to communicate with each other individually and as a group. Many courses in the credential program use Blackboard for Electronic Discussions. For example, candidates in EDSS 571 and EDSS 581, Student Teaching Seminar will be able to communicate with University Supervisors and each other to share their experiences about field observations and student teaching. These communications focus on shared reflections and collaborative problem solving.

EDSS 531 Students not only provide original responses to the questions on the electronic discussion board, they must also react to the responses of their peers Dialogue around the questions is encouraged. If the class is large enough, some activities are planned and presented collaboratively. Due to students busy schedules, they often must do their planning via email and attachments. Students frequently submit their draft assignments electronically to the instructor for feedback.

In ENGL 475, students are required to communicate with the instructor via e-mail, observing proper e-mail protocol.

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.)

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 531; EDSS 541; EDSS 532; EDSS 534; EDSS 542; EDSS 533; EDSS 543; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Candidates use the criteria for evaluating instructional resources within each content framework for California public schools to examine technology-based materials as instructional resources.

Using existing Internet lessons students will conduct the activities and then evaluate the materials using guidelines for technology and inquiry activities in the National Science Education Standards.

EDSS 531 Students receive a list of websites pertinent to mathematics education. They visit several sites and share their evaluations in class and in the electronic discussion board.

In EDSS 533, candidates have the opportunity to choose their mode of class presentation for the small group book reading. The choice of modality implies that students are able to choose the best type of multimedia or presentation software to effectively present the content.

In EDSS 534 and EDSS 544, students research, analyze, and write online reviews of web-based social studies resources designed for students and teachers, respectively.

In ENGL 475, students are assigned an internet website search project, wherein they are required to assess the validity and reliability of the source they chose to present.

In EDSS 571, students prepare Powerpoint presentations that include digital images they have recorded in their field placement classrooms. They also learn to use digital video recording and editing equipment to capture and share segments of their teaching with peers.

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

The Standard is met and evidenced in the following course syllabi: EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

For example, candidates in EDSS 541 and EDSS 542 will create a disciplinary-based technology unit in which software programs will be chosen for the educational effectiveness of teaching the content.

EDSS 531 Candidates are familiar with the Task Stream template for lesson planning and are encouraged to integrate such applications and resources as spreadsheets, Power Points, graphing calculators, drawing software and electronic grading programs into their classroom teaching when appropriate.

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; SPED 345; EDSS 530; EDSS 541; EDSS 542; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 SPED 345 candidates search the library and web for information about a specific disability. The use the Library and the World Wide Web for resources (ERIC, CIJE, Psych Abstracts, periodicals and texts from the last five years) and prepare a five to ten minute presentation with a one or two page handout for classmates. Include references from library resources and links to appropriate WWW sources in American Psychological Association (APA) format.

EDSS 531 Students use electronic research tools to build their Problem Deck. They link the problems they find with the grade level math standards.

In ENGL 475, students are assigned an internet website search project, wherein they are required to assess the validity and reliability of the source they chose to present.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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-12 classrooms. Discussions about the applications take place during in-class and electronic discussions, and in student seminar. Candidates are required to cite sources on their

lessons demonstrating their knowledge of these laws. Faculty also post APA accepted formatting for citing text, journal, and web sources for the candidates' reference on course Blackboards.

EDSS 531 Students are required to follow University acceptable use policies and to monitor student usage in their placement classrooms. They are required to include citations for any materials that they download from the Internet or other electronic resources.

In ENGL 475, students are required to properly cite internet sources used in a final research project.

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

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

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

Additionally, several courses: SPED 345 Individuals with Disabilities in Society; EDUC 512 Equity, Diversity and Foundations of Schooling; EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms are designed to help candidates reach this standard. Each of the three courses has a focus on working with diverse families, equal access, differentiated instruction, and a number safety and health issues. This design allows our candidates to acquire general application of the standard with specifics for each subject matter discipline.

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

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:

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL

475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 532; EDSS 533; EDSS 571; EDSS 575; EDSS 581; EDSS 585

(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 will be given information on parents', students' and teachers' rights and responsibilities as they pertain to the various laws.

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

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

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

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

Additionally, in EDUC 520, students survey an array of strategies for incorporating parents as partners in the education of adolescents, and case studies are explored to identify solutions to potential problems in school-to-home connections.

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

Although covered in all courses for specific discipline areas, effective family involvement for diverse communities will be primarily covered in EDUC 512 where candidates will study different family units, the effects on educational achievement, working in diverse settings, and applying that knowledge in schools and classrooms. EDUC 512 will address this from a socio-cultural perspective. Specifically, the curriculum will cover family structures and how to be supportive and respectful for all families. Acceptance of child rearing practices that are different, allowing for community success, and working within different cultural environments to ensure acceptance and

approval is addressed in both EDUC 512 and EDUC 520.

(iv) effective communication with all families; and

In EDUC 512 and EDUC 520 candidates will be expected to apply effective strategies and practices for communicating with families in a variety of contexts. In EDUC 520 students are required to create a variety of parent contact and communication strategies for all students in the classroom. Additionally, candidates will have the benefit of an early fieldwork placement in EDUC 521. This early field placement will allow all candidates to observe first hand, the opening of school. Candidates will be expected to participate in back-to-school/opening of school preparation and activities, including, Back-to-School Night, participate in parent activities during their field placement, and attend parent-teacher conferences during their student teaching.

During field experience and student teaching candidates observe cooperating teachers using strategies for conflict management and crisis prevention and begin to apply these to their teaching.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 who will be well 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 Standard is met and evidenced in the following course syllabi: EDUC 520; EDSS 530; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The health issues for Standard 10c and 10e are primarily covered in EDUC 520 in conjunction with the student teaching seminars EDSS 571 and EDSS 581. In EDUC 520 classroom readings and discussions focus on understanding students in our schools and being able to make observations of students' social behavior. Of special importance are the topics associated with behavioral impacts such as health, disease, abuse, alcohol, drug and tobacco use and school safety. Candidates discuss warning signs and strategies for promoting student health in their classrooms as a mechanism of classroom management and how to create a positive (and preventive) classroom atmosphere. Candidates have two assignments requiring the observation of students and collecting behavioral data that can be used to create safe social environments in the classroom. Candidates also create a Classroom Learning Community Plan that includes elements of creating a positive and safe classroom environment. The two student observation assignments and the classroom management plan project in EDUC 520 are detailed in the course syllabus found in the appendix.

During the student teaching seminars EDSS 571 and EDSS 581 special topics sessions are conducted on drug and alcohol abuse. School counseling and health professionals are interviewed by candidates for a report on promoting a safe and healthy learning environment in EDSS 571.

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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In both the EDUC 512 and EDUC 520 courses, candidates will be given information on how to deal with conflicts in a manner that does not escalate and allows all students to feel safe in the classroom. Candidates will be introduced to strategies, both verbal and nonverbal, in conflict-resolution toward the creation of safe and peaceful learning environments. Strategies for recognizing violent behavior and conflicts will be taught with an emphasis on de-escalation before the situation gets out of hand.

Candidates learn to anticipate, recognize and defuse situations that may lead to student conflict and effective techniques for conflict resolution in several ways. First, in EDUC 520 candidates learn effective techniques to create democratic classrooms with natural consequences (not punishments). Students are also led through several case studies and classroom scenarios to help them identify and recognize the warning signs for conflict. Through these activities and other assignments students develop a Classroom Learning Community Plan as an immediate resource to have on hand if dangerous situations develop.

Second, candidates are introduced to information that looks at student conflict and effective techniques for resolution during the prerequisite course, EDUC 512. Please refer to the course syllabus. Note that the coursework addresses equity, diversity and foundations of schooling. Issues associated with difference and treatment of different groups are central to this course. During this course, students learn about the treatment of different groups in the US, historical and current. Students choose between several books that deal with difference, and they then discuss these with respect to central issues and resolution. (See EDUC 512 syllabus for a detailed description of the assignment.) In particular, one of the course topics includes a discussion of <u>Racism, prejudice, discrimination, Struggle for Equality & Conflict Resolution.</u> During this course session, a lecture and related activities and strategies for conflict resolution are addressed. Another specific class addresses <u>Culturally Responsive Teaching.</u> During this class session in which the instructor teaches and lectures and creates activities that center on teaching that incorporates conflict resolution. Students are introduced to the Teaching Tolerance Project, a project of the Southern Poverty Law Center. The candidates are introduced to several teaching kits, including "Starting Small: Teaching Tolerance in Preschool and the Early Grades." Other curricular resources include:

1. Alike and Different: Exploring Our Humanity With Young Children
2. Anti-Bias Curriculum: Tools for Empowering Young Children
3. At the Essence of Learning: Multicultural Education
4. Kids with Special Needs
5. Children as Peacemakers
6. Early Violence Prevention: Tools for Teachers

7. Teaching Young Children in Violent Times
8. Ways We Want Our Class To Be: Class Meetings That Build Commitment to Kindness and Learning.

Additionally, candidates receive continuous practice and guidance in their supervised fieldwork/student teaching setting. Cooperating teachers and the university supervisor provide training, guidance and assistance in identifying effective techniques for conflict resolution.

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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the EDUC 512, EDUC 520 and EDSS 530 courses, candidates will be expected to become familiar with the resources available for helping students and parents gain access to services available both on and off campus. Candidates will be expected to research available resources from the Ventura County Superintendent of Schools Office as well as other social service agencies in the area.

The health issues for Standard 10c and 10e are primarily covered in EDUC 520 in conjunction with the student teaching seminars EDSS 571 and EDSS 581. In EDUC 520 classroom readings and discussions focus on understanding students in our schools and being able to make observations of students' social behavior. Of special import are the topics associated with behavioral impacts such as health, disease, abuse, alcohol, drug and tobacco use and school safety. Candidates discuss warning signs and strategies for promoting student health in their classrooms as a mechanism of classroom management and how to create a positive (and preventive) classroom atmosphere. Candidates complete multiple assignments requiring the observation of students and collecting behavioral data that can be used to create safe social environments in the classroom. Candidates also create a Classroom Learning Community Plan that includes elements of creating a positive and safe classroom environment. The student observation assignments and the classroom management plan project in EDUC 520 follow.

During the student teaching seminars EDSS 571 and EDSS 581 special topics sessions are conducted on drug and alcohol abuse. School counseling and health professionals re invited to give presentations and field questions from candidates. The syllabi for EDSS 571 and EDSS 581 are included in the appendix.

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 the teacher education program at CSUCI, faculty are committed to preparing candidates who are well versed in theory and can become critical consumers of research to help inform their curricular and instructional practice. To that end, two courses EDUC 512 and EDSS 530 focus primarily on Educational Foundation issues. EDSS 530 focuses in part 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 from their respective perspectives. Additionally, in the methods courses for each discipline area research will be presented on human learning and the social-cultural context for education. This will enable candidates to have a general foundation in educational development and specific information regarding the development of content specific strategies, early literacy, and first and second language acquisition.

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

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

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 515; EDSS 530; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the prerequisite courses, ENGL 475 Language and Social Context and EDSS 515 Adolescent Development of Secondary Educators, candidates will be exposed to theories and research related to cognitive, linguistic, social, emotional, moral, and physical development of children and adolescents. They will be expected to apply this foundation as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study in program coursework such as EDSS 530.

EDSS 530 addresses the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition. Candidates use these understandings in designing content lessons appropriate for the developmental level of students in their classrooms. 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.

The midterm exam in EDSS 530 focuses primarily on the candidate's understanding of learners and being able to successfully apply that knowledge in a scenario. Part I of the midterm exam sets the scenario and asks the candidates to prepare a lesson plan on any topic in their discipline. In each version of the midterm exam, students are asked how their lesson plan addresses a variety of learners including: visual, auditory, kinesthetic, English language learners, students with special needs, and a combination of abstract, sequential, random, and concrete learners.

Theories (and practice) of first and second language acquisition are covered in ENGL 475 Language and Social Context and EDSS 550, Access to Learning: English Language Learners. Foundations of first and second language acquisition are covered in the following courses and include coverage of these competencies:

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

EDSS 550 - 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.

The Standard is met and evidenced in the following course syllabi: EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the EDSS 530, 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. In EDSS 515, candidates examine the impact of identity development on academic engagement, cognitive functioning, and postures of resistance toward schooling. Particular attention is paid to the cultural factors, both the teacher's and the students', that help explain varying levels of achievement in California's schools.

EDSS 530 guides candidates in the design, planning, delivery and assessment of content and addresses the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition. Candidates use these understandings in designing content lessons appropriate for the developmental level of students in their classrooms. 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.

The basics and beginning stages of lesson planning are introduced in EDSS 530. Students are introduced to the CSUCI lesson plan format along with the learning principles and underpinnings associated with planning and learning. Theories introduced in class include learning styles, multiple intelligences, discovery, inquiry, and constructivist notions of teaching and learning and others. Particular attention is given to aligning lessons to the California State Academic Content Standards. Students are assigned a noted learning theorist to research and present to the class in a PowerPoint presentation. The presentation includes summary of the main points of the theorist and the applications of the theory into classroom practices.

Specifically in EDSS 530 there are numerous opportunities for candidates to demonstrate their knowledge of human learning in designing, planning and delivering instruction. Candidates create their first unit of instruction that will include two-weeks of lesson plans. The CSUCI lesson plan format is designed in a manner that candidates must utilize their knowledge of learners and learning theories to align the various elements essential for quality instruction.

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 Standard is met and evidenced in the following course syllabi: EDUC 512; EDSS 515; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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. They 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.

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

Further, in EDSS 515, candidates interrogate the cultural assumptions often attached to theories of student learning and engagement in school and how those assumptions are frequently rooted in socio-historical trends. "Adolescence" itself becomes a contested category in order to show the culturally-constructed foundations of how we frame teacher-student relationships, behavioral expectations, and school structures.

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 observe and participate in culturally different schools and classrooms in the liberal studies or undergraduate courses that require field experiences such as EDUC 330: Introduction to Secondary Schooling. Furthermore, one field experience assignment must be in a setting where a significant percent of the students are from a culture different from the candidate's.

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

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

Response

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

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

•In all courses, candidates discuss current issues, trends, and research related to the subjects to be taught in the schools, including language and literacy for students who speak English as their primary language and for English Language Learners. Additionally, whole language, 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 are covered in EDUC 512.

•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, Mathematics Framework).* As well, candidates will examine the English Language Development Standards. As a major component of the CSUCI lesson plan

format students must designate the appropriate content standards that are being addressed within the planned lesson.

•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. Further provisions are made for the discussion of emotional, cognitive and pedagogical factors that impact student learning outcomes. These elements occur in EDUC 512, EDUC 520, and EDSS 530.

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

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

•As reflected in EDUC 512 and EDSS 530 coursework and applied in the field, candidates will analyze the work of major education theorists, study research on effective instruction in mainstream, bilingual and multiple-language contexts, and investigate exemplary practices in curriculum and instruction for diverse students that include these curricular and instructional areas. It is expected that each candidate will demonstrate an understanding of the social and cultural context that may impact students' performance (in-class), as well as teachers' thinking and perceptions/expectations of students. Please refer to the course outline for EDSS 530 for specific activities that address the cross-cultural knowledge and multicultural competencies. CSUCI is committed to preparing teachers who show a professional perspective toward student learning. As reflected in prerequisite coursework (ENGL 475, EDUC 512) to ensure that before they begin the program, candidates are aware of our commitment to special needs students, multicultural education, bilingualism, and the access issues. CSUCI is using an infusion model in the areas of language, culture, gender, special needs/exceptionality and technology to ensure that our students will be effective in helping a diverse student population reach grade level standards and achieve high levels of success.

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

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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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In two courses, the EDUC 512 and the EDSS 530, candidates are exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates explore alternate ways to reach standards and recognize their ethical responsibility to develop and plan lessons that allow all students to have access to the core curriculum and program of study that is rigorous. Candidates demonstrate that they can differentiate instruction and provide equal access and make the necessary and appropriate accommodations for all students in the various assignments in the courses that will require them to reflect on different perspectives, explore alternative concepts, and recognize their professional responsibility as educators. Additionally, the CSUCI Formal Lesson Plan format requires students to identify the areas of their lessons that are specially designed for English language learners.

As reflected in EDUC 512 and EDSS 530 coursework and applied in the field, candidates will analyze the work of major education theorists, study research on effective instruction in mainstream, bilingual and multiple-language contexts, and investigate exemplary practices in curriculum and instruction for diverse students that include these curricular and instructional areas. It is expected that each candidate will demonstrate an understanding of the social and cultural context that may impact students' performance (in-class), as well as teachers' thinking and perceptions/expectations of students.

Candidates study a variety of theorists throughout their coursework in the Single Subject Program. The major theorists covered in EDUC 512 include the following: Steve Krashen, Jim Cummins, Catherine Snow, Christine Sleeter, Carl Grant, Sonia Nieto, Joel Spring, Jim Banks, Shirley Brice-Heath, Gloria Ladson-Billings, Beverly Tatum, John Ogbu, Peter McLaren, Lisa Delpit, Faltis & Hudelson. Learning theorists such as Piaget, Vygotsky, Erikson, Kohlberg, Bandura, Bruner, Ausubel, Gagne, Gardner and others are explored in EDSS 530 and the subject specific methods courses.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In three courses, EDUC 512, EDSS 515, and EDSS 530, candidates will be exposed to many perspectives on teaching and learning and the various contexts of student success. Candidates will explore alternate ways to reaching standards and recognize their ethical responsibility to develop and plan lessons that allow all students to have access to a rigorous program of study.

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

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

12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities, and to establish ambitious learning goals for students.

The Standard is met and evidenced in the following course syllabi: EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Beginning in EDUC 520 and continuing through teaching methods courses, candidates learn to observe and assess student learning and behavior. They then use these data to plan instruction and intervention.

As part of monitoring and assessing student learning, candidates will be expected to develop learning plans that will allow them to ensure that each student is learning at his potential and meeting high expectations. Candidates will be expected 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.

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

Specifically, in EDSS 530 students are introduced to the *California Academic Content Standards for K-12*. In this course candidates learn how to use the Content Standards to create grade level learning goals for students. As an in-class activity groups of 2-3 students analyze the Content Standards for their specific content area and desired grade level—as if they were teachers in a "mock course". Based upon their analyses they outline major learning goals for their "mock course". It is with this information that they are introduced to learning objectives and lesson planning.

Candidates expand their knowledge and understanding of learning goals as related to lesson objectives, teaching methods, and the assessment of goals and objectives while in EDSS 530. Candidates are asked to interview their cooperating teacher in the "Create a Course Syllabus" assignment and modify their understanding of learning goals for students based upon this interview data. Additionally, in EDSS 530 candidates work in interdisciplinary teams to create a two-week instructional unit. Included in the unit are course and unit goals created by the team. Each unit goal is aligned with one or more course goals and each lesson objective (in each lesson) in the unit is aligned to a unit goal. This framework assists the candidate in making the connections between various levels of learning goals and objectives. To strengthen these relationships to assessment, each lesson objective is directly aligned to either a formal or informal assessment. Through this process candidates understand and can visualize the connectedness of learning goals and the assessment of student learning.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 512; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

CSUCI requires each candidate to prepare lessons that are specially targeted at tapping into students' prior knowledge, experiences and interests. For example, in EDUC 512, candidates are introduced to instruction in a variety of contexts, e.g., mainstream, bilingual, English Language Development. Candidates prepare and deliver lessons to be delivered in an ELD content approach for heterogeneous mixes of students (by planning effective specially designed academic instructional activities) during their methods courses. In EDSS 550 candidates design lessons for English Language Learners who are not enrolled in a program of bilingual instruction (primary language). This course focuses on teaching English language strategies for English Language Learners, in which the candidate designs an ELD lesson plan, that takes into account, the student's prior knowledge.

As a SDAIE strategy, the importance of prior knowledge when learning a concept or new

idea will be stressed as candidates are taught to write comprehensive, standards-based lesson plans. Candidates will need to demonstrate how they 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, general methods, and specific subject matter methods courses (EDSS: 531, 532, 533, 534, 541, 542, 543 and 544). The use of formative assessment as a tool for identifying students' prior knowledge is introduced in EDSS 530 and expanded upon in the 54- courses, which are infused with an additional unit of literacy instruction. The latter course focuses especially on vocabulary and concept development as key tools in building on students' prior knowledge and experience. This concept is also reinforced in the lesson plan template and during student teaching. As candidates practice TPE's, they are expected to demonstrate that they can consider and make accommodations for students' prior knowledge or the need to develop a foundation for the concept to be learned. All of these competencies are infused across the Single Subject Credential Program.

The Single Subject Credential Program at CSUCI prepares candidates to teach all students in their class including students with special needs. Throughout SPED 345 and EDSS 560 candidates learn how to maximize the achievement of students with special needs by understanding the student's abilities, disabilities, accommodations, and strategies for student success. They read and write about various disabilities and how they can impact children with each disability in their classroom. Candidates have assignments related to gaining knowledge and skills related to maximizing the learning of students with special needs. They observe in community-based programs serving students with disabilities, interview a teacher or principal and write a paper on accommodations and strategies.

In EDSS 530 candidates learn about the variations in students' abilities, performance and learning style and the various 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 teaching assignments in student teaching, candidates must indicate on their lesson plans how they will address the specific learning objectives for each learner (See Lesson Plan format). Students who are not able to learn the concepts knowledge or skills of the lesson easily, such as those with special needs or English language learners must be specifically elucidated by the student teacher. During the instructional sequence candidates must describe how they 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 know that students have gained the knowledge, skills or behaviors needed for achievement of the lesson objectives. The candidate must indicate how they prompt or cue for 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.

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 515; EDSS 530; EDSS 550; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 the EDUC 512 Equity, Diversity and Foundations of Schooling, EDUC 520 Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms, EDSS 515 Adolescent Development for Secondary Educators, and EDSS 530 General Secondary Methods. In these prerequisite and preparation courses, candidates will engage in discussions and readings that deal with the affective domain and the impact on students' achievement. Candidates will be expected to understand social and emotional development and get the appropriate help when necessary for the students.

A major component of the EDUC 520 course focuses on the personal, social, and emotional development of children and adolescents with special attention to behavior. Through readings as well as in-class activities and integrated assignments, candidates explore the meaning of being a professional teacher in relationship with diverse students who need far more than mere test-taking skills. The personal, social, and emotional aspects of a teacher's vocation are underscored in EDUC 520 as students delve into the interpersonal dynamics that pervade any and all classroom relationships.

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 Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

Additionally, we place our student teachers in schools with at least one or two other colleagues, to facilitate working together, planning, and support. Additionally, site

supervisors will often hold meetings for all the student teachers working together for them to discuss issues and concerns that are pertinent to their placement and their sites. Candidates take a student teaching seminar each semester that addresses various issues directly related to the site placement. It is recognized that candidates provide a support base for each other and learn the importance of networking through this experience.

Program Standard 13:
Preparation to Teach English Learners

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

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

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

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 preparing 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 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 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.

The second course in the series is EDUC 512 Equity, Diversity and Foundations of Schooling. The EDUC 512 course is a multicultural class that deals with culture and language issues that arise in the education of English Learners. This course also introduces the pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English.

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.

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

This approach (the two prerequisites and the infusion of English Learner competencies) ensures that candidates have a strong theoretical foundation in teaching English Learners and the specifics that accompany 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 implement English Language Development and Specially Designed Academic Instruction in English. These competencies are then infused across the content area and general education courses.

For example, specially designed academic instruction (SDAIE) is also included in subject matter courses and is the main topic in EDSS 550. Content faculty will provide this specially designed content area instruction within a given curricular area, through modeling and presenting content area lessons, instructing students in the design and conduct of such lessons. Courses will cover lesson planning, selection of curricular support materials, and incorporation of effective teaching strategies, such as cooperative grouping, use of visuals, advanced organizers, and gestures. A major objective is to build a candidate's ability to ensure equal access to the content core curricula while using age appropriate/grade level material.

Program Elements for Standard 13:
Preparation to Teach English Learners

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

In EDSS 550 candidates are expected to apply English language development to the subject matter content standards and framework. In the resource notebook, candidates will be expected to compile information, research, and strategies on effectively meeting the literacy needs of English Learners to ensure full access to the core curriculum. Candidates are expected to differentiate instruction, develop and use primary language

support strategies, include a community/cultural perspective, and accommodate differences in achievement as they plan reading and writing lessons.

In sum, multiple approaches to literacy instruction, in a given classroom context (e.g., mainstream, English only and multiple language) are a major focus in EDSS 550. A key feature of the course 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.

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Through our commitment to a language and culture infusion model, CSUCI has developed multiple structures for candidates to have ample opportunities to work with English learners, both in the field and in their coursework. Each discipline area deals with the challenges of instructing English Learners in the classroom for the particular content area (i.e. science will address the needs of English learners when accessing the science curriculum). This helps candidates gain an understanding of content area instruction (in English) when the student is not proficient (in English) and needs access to the core curriculum. To that end, the subject matter methods courses, while focusing on content instruction, 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 fieldwork/student teaching experiences, the candidate will have an opportunity to observe in a classroom where daily instruction occurs with English learners. Under the guidance of the cooperating teacher, the candidate will gradually assume teaching responsibilities, and receive immediate feedback and guidance from the master teacher and/or the university supervisor especially regarding the instruction of English Learners. Students will complete one assignment in a classroom setting that offers specially designed academic instruction in English and first and second language acquisition to a substantial number of English learners.

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

13(d) The program design provides each candidate opportunities to acquire knowledge of linguistic development, first and second language acquisition and how first language literacy connects to second language development.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 EDSS 550, candidates are expected to apply the theories of first and second language acquisition to learning how to read and write, early literacy, and linguistic development. It will be part of the lesson design and the assignments to delineate how the skills of the English learners will be used to help them become proficient readers and writers.

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

In sum, a basic tenant of the CSUCI teacher education program is to provide candidates with knowledge and understanding of theory surrounding first and second language

acquisition and its role in the acquisition of mainstream English literacy. An underlying theme that exemplifies the CSUCI program is to provide candidates with a vision of teaching as an ethical, intellectual, and self-reflective, analytical endeavor as they prepare to work with English language learners.

13(e) The program's coursework and field experiences include multiple systematic opportunities for candidates to understand and use instructional practices that promote English language development, including management of first-and second-languages, classroom organization, and participation by specialists and paraprofessionals.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Field experiences involve the candidate in two sites, over two semesters. At least one site is in a classroom context that reflects diversity, in terms of language, cultural, racial, ethnic, and/or socio-economic backgrounds and should be designated as such, e.g., English Language Development, dual immersion. This site must include English Learners where the candidate engages 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 field 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 field experiences/student teaching, in this case, with respect to instructional practices that promote English language development. For example, in EDSS 550, students complete a case study of an English Learner in which they will be required to gather pertinent information regarding linguistic background, e.g., language classification, supporting assessment data for language proficiency, achievement scores and observational data. Each candidate 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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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 will practice these (ongoing) in coursework (e.g., EDUC 512, ENGL 475, EDUC 520, EDSS 550) and fieldwork/student teaching experience. Prior to assuming daily teaching responsibilities, the candidate will have had extensive coursework in theory and application of effective instructional strategies for English learners. Critical competencies include effective theory and practice in exemplary English language learner instructional practice in both mainstream (EO) and in homogeneous (EL) and multiple language settings.

It is highly necessary for each candidate to understand that systematic instruction may occur, in a given context. The candidate will learn to utilize grade-appropriate instructional strategies that focus on teaching content, according to the students' 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.

For example, during EDSS 550 candidates learn about theory and practice of language and literacy curriculum and instruction and use information (gained through class readings, cooperative group work, lectures, and assigned observations during 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 pedagogy. Candidates 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 will provide student teachers with a variety of possible scenarios, which could very well surface in a California classroom setting.

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 creates ably prepared practitioners (informed by theory and practice) to deliver and plan instruction in a variety of contexts.

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 530; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the 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 their course requirement, 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.

In EDSS 550, candidates are expected to show proficiency in monitoring and assessing student progress and at least one of the case-studies is to be conducted with an English Learner for the candidates to gain proficiency in the special circumstances in assessing the needs of English Learners and how to plan and implement an effective intervention program.

Additionally, candidates learn to conduct content area assessment in their 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.

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.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 515; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

Response

As we build our programs and implement our vision of preparing teachers for high quality teaching in inclusive educational programs, working with special needs populations is at the forefront of our agenda. We have a developed a process for teaching our candidates how to work effectively with special needs students including students with disabilities, students with challenging behaviors, 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 focuses on the specific adaptations and modifications that are appropriate for each content area. These courses offer candidates specific strategies, effective and defensible practices, research and readings that prepare them to teach children with special needs, gifts and talents in their classrooms. Candidates will practice differentiation of instruction for students with a wide array of special needs in student teaching. In addition single subject credential candidates complete EDSS 560: Access to Learning: Special Needs Learners in which specific assessments, teaching strategies and modifications of programs are detailed. The infusion model allows our candidates to gain specific implementation information as they work in the discipline areas developing lesson plans and monitoring student learning for success while taking the needs of all students into account.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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. The course schedule lists each disability and the related readings that are studied. Each disability is covered in approximately one weekly class session. Candidates complete eight reflective writings about the readings. They also research and make a presentation about one disability to their classmates.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

These laws are studied in depth during EDSS 560 and students are asked to identify these IEP systems in their field placement sites to discuss in class.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the prerequisite courses, SPED 345, ENGL 475 and EDSS 550, candidates become knowledgeable about assessing the learning and language abilities of special populations in order to identify students for referrals. Methods and instruments for assessing learning and language abilities are covered in ENGL 475. In the prerequisite course ENGL 475 candidates describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language

development. They identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development. As candidates become knowledgeable about learning and language related disabilities in SPED 345 and ENGL 475, they learn to differentiate between disabilities and language delays resulting from second language acquisition.

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 EDSS 530 and EDSS 560, candidates learn to assess learning, motivation and behavior in middle and high school students. They learn the meaning of those assessments, 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 content methods courses (EDSS, 531, 532, 533, 534), they learn how to assess content knowledge and skills and how to interpret the assessment information for program planning and referral if indicated. Additionally, during the student teaching, the cooperating teacher and university supervisor guide candidates in the assessment of learning for special education students.

Candidates learn about cultural awareness in ENGL 475, EDUC 512, SPED 345, EDSS 550 and EDSS 560. In particular EDUC 512 introduces the candidates to concepts related cultural contact, culture specific groups, examining ones own cultural biases, culture, identity and learning, bilingual, multicultural education in the US, politics of schooling, racism, prejudice, and discrimination, and social justice. In SPED 345 these concepts are applied to students with disabilities and their families as candidates learn about special education identification, planning and service delivery processes. The textbook covers these concepts related to cultural context of students and their families in three chapters. In EDSS 560 candidates learn in greater detail about cultural sensitivity as it is related to identification, planning and service delivery process for secondary students with disabilities and their families. Specifically the text by Platt and Olson incorporate a chapter on diverse populations of students with disabilities, but in reality these concepts are embedded throughout the entire course.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 520; EDUC 521; EDSS 530; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the courses EDSS 530, 560, 531, 532, 533, 534, 541, 542, 543, and 544 candidates become familiar with and knowledgeable about selecting and using appropriate materials and technologies for the students with exceptionalities in the general classroom. Furthermore, in SPED 345 and EDSS 560 candidates learn about assistive technologies, differentiated teaching strategies, and specialized lesson designs to meet the needs of all students in the general classroom. Candidates will apply this knowledge in each content area by engaging in a teaching and learning cycle that includes candidates observing and being sensitive to children's behavior, language skills, cognitive, motor and social skills; assessing children's knowledge and skills; selecting appropriate materials and instructional strategies to meet the individual needs of students; and evaluating the success of the method and materials chosen. Candidates demonstrate their ability to implement this cycle with all of the learners in their classrooms.

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

In Sped 345 candidates learn what types of assistive technology are 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. Then, in specific methods courses they learn to apply the strategies in content specific teaching plans. This occurs in EDSS 560. They learn how to connect assessment of student learning with grouping and individualized teaching strategies in these methods courses. The candidates must demonstrate their understanding of individualized and differentiated instruction during the lesson plans that they produce in these courses and in the accompanying student teaching assignments. When student teaching it is expected that candidates will demonstrate their understanding of assessment and differentiated teaching strategies for all students in their class including those with disabilities.

Candidates learn about community resources by interviewing local teachers and summarizing services in assignments for SPED 345 and EDSS 560. Community resources for students with disabilities and their families are also presented in SPED 345 via panels of community program directors of community social service agencies and parent advocacy groups.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 520; EDUC 521; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 534; EDSS 544; EDSS 571; EDSS 575; EDSS 581; EDSS 585

During SPED 345 students learn how instruction is delivered to students with special needs and those who are gifted and talented. Lesson planning is introduced in EDSS 530. This is the first place where candidates learn how to plan and deliver instruction to students with special needs and those who are gifted and talented. Activities in which candidates plan and deliver instruction to students with special needs and those who are gifted and talented occur during the access to learning, EDSS 560 and teaching methods courses (EDSS 530, 531, 532, 533, 534 541, 542, 543, and 544). In EDSS 560 candidates learn how to apply what they have learned in the content methods courses to the teaching of secondary level students with special needs and who are gifted and talented and practice these skills in the accompanying student teaching. Our lesson plan format requires the inclusion of 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. Candidates must demonstrate that they are able implement instruction for all children in the classes to which they are assigned for student teaching including children with exceptionalities. Their teaching must reflect that they are effectively helping students with special needs or those who are gifted and talented access the content areas. Candidates will be expected to differentiate instruction and make the necessary accommodations as they work within their classes and with the students.

EDSS 560 requires candidates to describe modifications of lessons to accommodate and support the learning and behavioral needs of students with disabilities and students who are gifted and talented.

Candidates learn the skills to plan and deliver instruction to students identified with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum by first demonstrating that they understand the characteristics of the students by reading, examination, strategies papers and class presentations in SPED 345. Candidates then learn the skills of planning and engaging learners by writing and implementing lesson plans in EDSS 530. They learn how to modify lessons to accommodate the needs and learning capabilities of students with exceptionalities in EDSS 560. In EDSS 560 candidates describe students with disabilities in general education and then take lessons geared for the general education student and show how they can modify the lesson for students who need simpler lessons, more varied practice to learn the skills or knowledge, different explanation to understand the lesson, higher level thinking skills or strategies, motivation to complete the lesson. Candidates will practice these skills in student teaching at middle and high school levels. Candidates also demonstrate in EDSS 560 how they can assess student learning to determine the most effective strategy to make core curriculum content accessible to the student with disabilities.

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.

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 520; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In EDUC 520 Observing and Guiding Behavior, candidates examine the structure of classes and how the organization of a class impacts student behavior and learning. They observe and analyze various kinds of class arrangements to see the effect on the social integration of children with special needs. Candidates will address social integration of children with special needs in their student teaching classes. Moreover, they will demonstrate how children are appropriately included in the full fabric of the class experience in observations and interviews of students and teachers in EDSS 560.

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. To gain experience in identifying and documenting behaviors candidates create a set of Data Collection Tools for use in their field placement. These tools can range from anecdotal records to behavior checklists and rating scales. Students then practice using these tools through Student Observation Assignments. 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 learn about social integration of students with disabilities through coursework and field experiences. Preparation in when and how to address social integration begins in SPED 345 and continues in EDSS 560 where the concepts are presented from a special education point of view (see syllabi in appendix). The instructors for these courses are professors and community practitioners who have had experience in social integration of students with disabilities. For example, one instructor is Frances Arner-Costello, is the Coordinator of the Ventura County SELPA and who has had extensive experience with secondary education. Jill Leafstedt and Tiina Itkonen, both tenure line faculty in Special Education have been responsible for teaching the EDSS 560. In the field experiences and student teaching, university supervisors observe candidates ability to socially integrate students with disabilities into general education.

The expected outcomes of the preparation are for the candidates to understand the issues surrounding social integration and the complexity of situations for students with and without disabilities, to understand how to prepare students with and without disabilities for social integration and to understand how to support and teach students who are socially integrated into various classes and settings.

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 are working on the development of a networking system for curriculum development, staff development, and teacher preparation. In the area of teacher placement, we have a Director of Field Placement for the Education Program who deals directly with district and site administrators to ensure that we have the best placements for our student teachers. In this program, we have systems and structures in place to choose strong cooperating teachers.

We place students within our service region at districts with good, collaborative working relationships. The candidates are placed in exemplary classrooms for a middle school and high school student teaching experience. In the first placement, candidates are in a middle school classroom full time for eight weeks and expected to "take-over" a minimum of four full weeks. During the first eight weeks of this semester, candidates are in courses full-time and expected to be in their assigned classrooms at least eight hours a week, receiving guided instruction from the classroom teacher and university faculty member.

The second placement, in the high school setting follows the same format as the first middle school placement. Candidates are in a high school classroom full time for eight weeks and expected to "take-over" a minimum of four full weeks. During the first eight weeks of the semester, candidates are in courses full-time and expected to be in their assigned classrooms at least eight hours a week, receiving guided instruction from the classroom teacher and university faculty member.

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

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

As candidates complete their coursework, they are expected to implement strategies learned in class in their student teaching assignment the implemented strategies 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 directed at the whole class and in others, they are for individual or small group.

In EDSS 560 candidates complete a variety of course assignments that require contact with the field placement either through gathering data or implementing strategies learned. In particular candidates in the course create a "Special Education Services Summary" that details the special education services in the assigned schools. Candidates provide information about the general education teacher's role and responsibilities in the IEP process including the identification of students with special needs, referral for assessment or services, assessment processes, IEP planning and meetings, services available to students, and ways students are followed to determine if services are successful. An additional component of the School Based Project in EDSS 560 is the interviewing a student with a disability and a special education teacher. Candidates in the course also complete a Strategies Accommodations Project that include a written research paper and lesson plans with various accommodations.

During Supervised Fieldwork, candidates are required to develop lesson plans that connect to state standards; this includes the development of lesson plans that utilize the student academic content standards and curricular and curricular frameworks. Please refer to the Student Teaching Handbook for the CSUCI Lesson Planning Format. The Lesson Planning Format contains a section titled: "Standards" in which the candidate specifies the aligned standard that the lesson is directed.

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.

The Standard is met and evidenced in the following course syllabi: EDSS 571; EDSS 575; EDSS 581; EDSS 585

During the supervised fieldwork, candidates are expected to plan lessons in the given

content area, 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 will expect to see completed lesson plans that are differentiated and provide equal access to all students. In student teaching, candidates are expected to plan and implement units of study that are integrated and help the candidates become proficient in the Teacher Performance Expectations. A rubric for student teaching supervision that reflects the content of the TPE's that students are to practice and develop is included in the Student Teaching Handbook. While engaged in supervised fieldwork candidates also complete a variety of assignments in coursework and student teaching seminar that require the candidates to not only observe but to become actively involved in the school and classroom.

Observation and evaluation of candidate performance in student teaching is made on a scale that is aligned to the TPEs.

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 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 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 Standard is met and evidenced in the following course syllabi: EDSS 571; EDSS 575; EDSS 581; EDSS 585

The student teachers are placed at two different sites—a middle school and a high school assignment with at least one assignment being in a classroom that includes specialized instruction for English Learners, for them to be able to experience a full a range of public school teaching as possible. Candidates will be in each placement for 16 weeks. In each semester, the first eight weeks they are at the schools eight hours a week and the second eight weeks, they are student teaching full-time. During the student teaching portion in the final eight weeks, candidates take over the classes for four full consecutive weeks or the equivalent thereof due to school schedules.

Elements Applicable to a Program with Supervised Student 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 during the eight-week field observation/participation to ensure that the student teacher is becoming progressively more and more competent to take over the classroom for the student teaching experiences. In the middle and high school assignments, 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.

The following table outlines the process for determining readiness for the Single Subject Credential Program.

Single Subject Credential Program
Process for Determining "Readiness" for Full-Time Candidates

Position in Program	Measure	Progress on to…
1st Semester—end of 8-week field experience	Recommendation to continue on Supervisor's and Cooperating Teacher's Midterm Evaluation of Student Teaching Form	Eight-week student teaching
1st Semester—end of eight-week student teaching	Score of "2" or higher on 70% of the items on the Evaluation of Student Teaching Form and recommendation to continue on Final Evaluation of Student Teaching Form	2nd Semester course work and 8-week field experience
End of 1st semester	Faculty review of candidate overall performance	2nd Semester of coursework
2nd Semester—end of eight-week field experience	Recommendation to continue on Supervisor's and Cooperating Teacher's Midterm Evaluation of Student Teaching Form	Eight-week student teaching
2nd Semester—end of eight-week student teaching	Score of "2" or higher on 80% of the items on the Evaluation of Student Teaching Form and recommendation to continue on Final	Candidacy for a Single Subject Credential

	Evaluation of Student Teaching Form	
Prior to end of 2nd semester	Faculty review of candidate overall performance	

During the eight-week field experiences, in the first half of the semester, the university supervisor will make a minimum of two visits to observe the candidate in both small group and whole class teachings. Both the cooperating teacher and the university supervisor will complete midterm evaluations on the candidate using the "Evaluation of Student Teaching Performance" form (found in the Student Teaching Handbook) before the end of the eight-week field experience. To determine the "readiness" of the candidate to formally advance to the eight-week full-day student teaching satisfactory progress must be obtained on the midterm evaluations.

Throughout each eight-week student teaching experience, in the second half of the semester, the university supervisor is required to make a minimum of four formal visits to observe the student teacher during whole class instruction. To determine if the first semester student teacher is "ready" to advance to the second semester field placement and student teaching assignment, the summative first semester evaluation score on the Evaluation of Student Teaching Performance rubric must be at least "2" or higher on 70% of the items scored. To determine if a second semester student teacher has "passed" student teaching and is "ready" to advance as a credential candidate/graduate the score on the Evaluation of Student Teaching Performance rubric must be at least "2" or higher on 80% of the items scored. The difference between the two semesters of score limits to determine "readiness" is due to the expectation that the student teachers will be advancing in their skill sets and constantly improving by the subsequent evaluation.

If at any point the candidate/student teacher is not deemed ready to proceed to the next experience there will be a three-way meeting to include the candidate, the university supervisor, and the cooperating teacher to determine the steps necessary for successful completion. A statement of concern form will be completed that outlines the concerns, goals, and plan of action for the candidate. Appropriate steps may include an extension of the allotted time or a repeat of the experience in another learning environment. The Director of Field Placement and the Coordinator for the Single Subject Program will approve the ultimate decision.

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.

Not applicable for the Single Subject Credential.

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.

The Standard is met and evidenced in the following course syllabi: EDUC 521; EDSS 571; EDSS 575; EDSS 581; EDSS 585

As part of their university prerequisite coursework, candidates are required to observe in classrooms and to work with students a minimum of 45 hours. EDUC 521 is a field experience placement associated with the EDUC 520 course. During EDUC 521 students are placed in grade 6-12 classrooms for 3-4 hours a week throughout the semester. Students may use these field experience hours to fulfill the 45-hour program admission requirement.

Once admitted into the program candidates enroll in EDSS 575: Student Teaching Middle School and EDSS 585: Student Teaching High School where they complete participatory field and student teaching experiences at two different grade levels in their subject specific content area. Students completing the program part-time will enroll in EDSS 570 and/or EDSS 580 and observe in multiple school settings and grade-levels.

Element Applicable to a Program with Supervised Internship Teaching

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

The Standard is met and evidenced in the following course syllabi: EDSS 571; EDSS 575; EDSS 581; EDSS 585

Coursework for the Intern Program is held in the evenings. In addition to site-based supervision in the Intern's classroom each semester, the Intern is required to complete a summer student teaching at the level they are not currently employed. For example, an Intern teaching high school biology will be required to complete a summer student teaching experience in middle school science. However, if the Intern is making more than satisfactory progress as determined by the University Supervisor and school site Principal, the Intern is allowed to complete the second student teaching in his/her own classroom.

The Single Subject Intern Program is housed in the Single Subject Credential Program in the School of Education. We work in close partnership with the Ventura County Office of Education. A University Intern supervisor is assigned to the program and is responsible for overseeing the partnership and ensuring that the needs of the districts and the interns

are being served. Additionally, each Intern has a university student teaching supervisor who works with and helps the intern in the classroom as they are instructing. The university student teaching supervisor will make four to six observations throughout the semester to observe and mentor the intern as well as complete the Student Teaching Evaluation form to evaluate the progress and performance of the intern. In the intern model, the university supervisor and the intern coordinator work closely together outside of the scheduled observational visits for on-going advising to ensure the success of the intern in all aspects of teaching and managing a classroom.

During "student teaching" semesters Interns will be evaluated by the University Student Teaching Supervisor a minimum of six times—similar to other student teachers in the program.

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 the selection of both teacher placement and 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 in classrooms that demonstrate effective teaching strategies with cooperating teachers who understand their role in offering guidance, support, and fundamental direction on becoming a teacher. The school site administrator chooses the cooperating teachers. The field placement requirement should be a mutually beneficial experience for both the candidate and the cooperating teacher.

Field supervisors are all individuals who have had successful experiences in the field as former or current administrators and/or teachers. Our university supervisors are given training on the CSUCI program, TPEs, high expectations, how to evaluate and provide feedback to candidates, what to do about a candidate who is experiencing difficulty and how to provide general support for both the cooperating teacher and the candidate. The supervisors are trained and given a copy of the Field Placement University Supervisors Handbook that articulates the responsibilities of cooperating teachers, university supervisors and student teachers. This information is also contained in the Student Teaching Handbook found in the Appendix.

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

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.

Our Director of Director of Field Placement has considerable expertise. Prior to joining CSUCI in 2002, she was responsible placing student teachers in Ventura County schools for California State University Northridge for over four years. Additionally, she has been

an active trainer for the Ventura County Beginning Teacher Support and Assessment program. These experiences have allowed the Director of Field Placement to form strong relationships within the county, in local districts and with school administrators and teachers in all schooling sectors. These experiences have also provided the opportunity for the Director of Field Placement 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;

> A willingness to provide opportunities for student teachers to apply the credential program conceptual framework in the classrooms in which they are placed;

> A willingness to mentor and coach student teachers;

> A school-wide program that is underpinned by the State-adopted content and pedagogy standards.

Students complete a Student Locator Sheet that provides information about the credential they are seeking, the prerequisite courses completed, status in the program, and contact information. Schools are surveyed to provide information to assist the Director of Field Placement in locating suitable school sites and classroom assignments for the candidates that meet the needs of both parties. Personal interviews and conversations between the Director of Field Placement and school administrators further supplement the information provided on the surveys. University supervisors observe in the specific classrooms in which pre-credential students are placed. These visits enable CSUCI to add to the information collected to determine if effective teaching and learning is taking place within the guidelines of state adopted curriculum frameworks and recommendations.

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 Director of Field Placement attempts to make a minimum of one placement in a classroom with English learners to ensure that candidates have an opportunity to put into practice what they have learned in their classes. We place candidates in a number of underperforming schools with teachers who are making a tremendous difference with the students.

The Director of Field Placement 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 Director of Field Placement was 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 Director of Field Placement and district and school site administrators. Site administrators are asked to identify cooperating 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 Director of Field Placement in ensuring high quality experiences for candidates.

An additional means of identifying exemplary teachers is by CSUCI Field Experience Supervisors' visits to pre-credential candidates. EDUC 520/521 requires candidates to have placements in classrooms for weekly observations. The classroom visits enable Field Experience Supervisors to identify exemplary teachers and determine if effective teaching and learning is taking place within the guidelines of state adopted curriculum frameworks and recommendations. Teachers who express a desire or willingness to become cooperating teachers are asked for information about their professional qualifications, own teaching experiences and previous mentoring and coaching roles prior to selection.

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 among school administrators, CSUCI's Director of Field Placement and University Supervisors. The teachers may have been identified by the Director of Field Placement or a University 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. Factors determining the preliminary selection of cooperating teachers are:

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

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 Director of Field Placement along with the site administrator will work to correct the situation.

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

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

16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.

Throughout each semester, cooperating teachers receive ongoing professional training provided by the Field Experience Coordinator, CSU Channel Islands' faculty and University Supervisors. Professional development takes two forms.

Collectively, the university supervisors attend *The University Supervisor Training Program* coordinated by the Director of Field Placement at the University. The Director of Field Placement, CSUCI faculty and the coordinator of Ventura County's Beginning Teachers Support and Assessment Consortium provide input to the program. 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, reflective couching and mentoring procedures for supervising, assessing the progress or dealing with concerns about student teachers. In turn, the University Supervisors are responsible for the training and mentoring of the cooperating teachers.

Individually, cooperating teachers will meet and receive information and training from each teacher's companion university supervisor. Cooperating teachers receive a Student Teaching Handbook outlining specific student performance requirements, cooperating teacher responsibilities and university supervisor responsibilities. Prior to working with CSUCI teaching credential candidates, CSUCI field supervisors provide copies of and

discuss the Commission on Teacher Credentialing Teacher Performance Expectations with cooperating teachers.

At the end of each semester, during the last week of student teaching, the School of Education conducts a celebration for all of the cooperating teachers, student teachers, university supervisors and families. The celebration serves as a mechanism to say "Thank you" to the cooperating teachers. As well we mail a survey to solicit cooperating teacher's feedback about their roles, responsibilities, and perceptions about their experiences in working with CSUCI student teachers and supervisors. We also survey our students and university supervisors for feedback on the cooperating teachers. This summative process assists all partners in "closing the loop" and reflecting on our professional practice and roles in the professional development of teachers at many levels.

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 Director of Field Placement, members of CSUCI full time education faculty and the coordinator of Ventura County's Beginning Teacher Support and Assessment Consortium and the School Leadership Series.

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

2. Engage in the enhancement of their own knowledge and skills through recent attendance at conferences, seminars and other professional development meetings

- informed about changes in fieldwork requirements, supervision procedures and supervision and assessment of the progress of student teachers

- 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, e.g., CCTC, and the Coordinator of Field Experiences and a full time faculty member attended the Field Placement Director's 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. There are at least three approaches toward establishing good communication. First, the Director of Field Placement 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, the Student Teaching Handbook compiles for cooperating teachers all of the evaluation forms, expectations, and timelines to help them plan effectively to have a student teacher in their classroom.

Included in the Student Teaching Handbook is a form called the "Statement of Concern." It is this form the cooperating teacher and university supervisor complete with the candidate if there are areas needing specific improvement prior to passing the student teaching or field placement experience. The candidate is informed, goals are set, and the candidate is given ample time and assistance to meet those goals.

Additionally, the Director of Field Placement is planning to establish a Cooperating Teacher Task Force that meets to determine needs of the cooperating teacher and ongoing reflection of our practices. In the future we hope to use these task force members to set

up a Cooperating Teacher Conference, where best practices of mentoring and coaching are shared, as well as timely topics in education. As a new university, we see it as a way to build our connection with the counties educational community.

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 Single Subjects Credential Candidates progresses, the university supervisor along with the cooperating teacher are offering feedback, advice, guidance, and direction to the candidate to ensure that they will be ready for the assuming daily responsibility for the class after the 8th week of participatory field observation. Before candidates are allowed to take over a class, they must be performing at a satisfactory level. Faculty have established a structure for early warnings to let candidates know if either the cooperating teacher and/or the university supervisor do not feel the candidate ready. When a candidate is deemed not ready to take over the class, then the university supervisor will suggest another placement assignment to allow for a longer opportunity for the candidate to be successful. Candidates who are not able to successfully complete the student assignment after two attempts, may be counseled out of the program.

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

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.

In order to be admitted into the program candidates must successfully complete the CBEST for basic skills and the CSET exam or subject matter waiver from an approved program to verify subject matter competence. Students who have completed 4/5ths of an approved subject matter program are admitted for coursework but may not begin student teaching until full subject matter competency has been established.

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 progress in order to be allowed to assume responsibility for the whole class. Both the cooperating teacher and the university supervisor will evaluate candidates using the "Midterm Evaluation Form" before taking over the class. Candidates who are having difficulty will be given an opportunity to redo beginning student teaching at least once before they are counseled out of the program.

The following table outlines the process for determining readiness for the Single Subject Credential Program candidates.

Single Subject Credential Program
Process for Determining "Readiness" for Full-Time Candidates *

Position in Program	Measure	Progress on to…
1st Semester—end of 8-week field experience	Recommendation to continue on Supervisor's and Cooperating Teacher's Midterm Evaluation of Student Teaching Form	Eight-week student teaching
1st Semester—end of eight-week student teaching	Score of "2" or higher on 70% of the items on the Evaluation of Student Teaching Form and recommendation to continue on Final Evaluation of Student Teaching Form	2nd Semester course work and 8-week field experience
End of 1st semester	Faculty review of candidate overall performance	2nd Semester of coursework
2nd Semester—end of eight-week field experience	Recommendation to continue on Supervisor's and Cooperating Teacher's Midterm Evaluation of Student Teaching Form	Eight-week student teaching
2nd Semester—end of eight-week student teaching	Score of "2" or higher on 80% of the items on the Evaluation of Student Teaching Form and recommendation to continue on Final Evaluation of Student Teaching Form	Candidacy for a Single Subject Credential
Prior to end of 2nd semester	Faculty review of candidate overall performance	

*Please note that the Evaluation of Student Teaching Performance is aligned to the TPE's.

The university supervisors and the cooperating teacher work in tandem during the eight-week field observation/participation to ensure that the candidate is becoming progressively more and more competent to take over the classroom for the full-time student teaching experiences. During the eight-week field experience the university supervisor will make a minimum of two visits to observe the candidate in both small group and whole class teachings. Before the end of the eight-week field experience both the cooperating teacher and the university supervisor will complete midterm evaluations on the candidate using the "Evaluation of Student Teaching Performance" rubric that is aligned to the thirteen TPE's. To determine the "readiness" of the candidate to formally advance to the eight-week full-day student teaching satisfactory progress must be obtained on the midterm evaluations.

Throughout each eight-week student teaching experience the university supervisor is required to make a minimum of four formal visits to observe the student teacher during whole class instruction. To determine if the first semester student teacher is "ready" to advance to the second semester field placement and student teaching assignment, the summative first semester evaluation score on the Evaluation of Student Teaching Performance rubric must be at least "2" or higher on 70% of the items scored. To determine if a second semester student teacher has "passed" student teaching and is "ready" to advance as a credential candidate/graduate the score on the Evaluation of Student Teaching Performance rubric must be at least "2" or higher on 80% of the items scored. The difference between the two semesters of score limits to determine "readiness" is due to the expectation that the student teachers will be advancing in their skill sets and constantly improving by the subsequent evaluation.

If at any point the candidate/student teacher is not deemed ready to proceed to the next experience there will be a three-way meeting to include the university supervisor and the cooperating teacher to determine the steps necessary for successful completion. Appropriate steps may include an extension of the allotted time or a repeat of the experience in another learning environment. The Director of Field Placement and the Single Subject Program Coordinator will approve the ultimate decision.

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

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

Response

In the development of the CSUCI program, we have paid particular attention to the TPEs and the TPA's that are coming forth from the State. For the TPEs each course identified the assignments that were directly related to learning, practicing, and implementing the TPE's. We created a matrix found in the Appendix as a graphic representation of which courses cover the TPE's. Candidates receive feedback from faculty members regarding their progress toward successfully meeting the TPEs. Additionally, candidates will not be able to progress in the program, if they have not been able to pass the TPE related assignments including student teaching evaluations. The student teaching evaluations are aligned with the TPEs.

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

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

During the field placement, candidates will be expected to move from observations, to one-on-one teaching, to monitoring and teaching small groups to large group instruction with the guidance and direction of the university supervisor and the cooperating teacher. In the Student Teaching Handbook the timeline and sequence of events is laid out for all parties to understand the complexity of the teaching process. One goal is for the candidate to spend increasing amounts of time in the classroom, leading to a take-over of the full-time teaching and planning for four weeks where the candidate demonstrates the ability to successfully integrate all of the TPE's into their practice.

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.

Not applicable to Single Subject 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.

Each assignment may be found in the respective course syllabi. Each assignment has been cross-listed with the specific TPEs that are addressed. Please refer to the Appendix. Candidates will have an opportunity to practice teaching strategies that cover all of the TPEs as they are in the process of student teaching. Additionally, the summative PACT assessment is an approved TPA measure and is aligned with the TPEs.

During the supervised fieldwork/student teaching period candidates engage in assignments requiring the full range of TPEs. Student teachers document their weekly activities. Reflections on the experience are written up and following class the experiences are shared and analyzed with respect to the literature and research introduced during the relevant courses. Student teachers are given weekly assignments whereby they assist the cooperating teacher with assigned students. The candidate designs, plans and teaches lessons, assesses students and evaluates specific needs (including how to make content accessible to ELL and/or other special needs students). The work is documented, reflected upon and submitted to the instructor, feedback is given and the content is used in class for discussion and analysis.

Additionally, candidates are expected to complete the full range of TPEs in reading through the high school methods courses that have literacy infused throughout, where there is an expectation that candidates show proficiency in monitoring student learning, developing a comprehensive and balanced approach to reading and writing across the curriculum, and address the needs of all students. The course assignments are designed to provide candidates practice in the full range of TPEs in the teaching of reading and writing for all students.

The TPE for second language learners is applied in EDUC 512, ENGL 475, and EDSS 550 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. Coverage of SDAIE is addressed in EDUC 512, ENGL 475, and EDSS 550.

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

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

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

The student teacher evaluation document - written in alignment to the TPE's - is used to assess the student's performance both formatively and summatively. Student teachers have copies of the document, introduced in the EDSS 571 seminar. They are fully apprised of the content and the Commission's requirements and intent (they also have copies of the TPE's). The cooperating teacher and university supervisor use the document throughout the student teaching experience - for purposes of consistency and validity. The teacher meets weekly to provide structured, formalized feedback as well as the daily informal meeting to plan and review the day's work.

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 the TPEs .

University field supervisors will be expected to guide and assist candidates in meeting the TPEs during their student teaching experiences. Each candidate will be made aware that failure to satisfactorily complete the TPEs could lead to not being recommended for a

preliminary credential. The field supervisors will provide timely feedback to candidates regarding their progress and help them to reach the expectations for successful completion of the program.

Please refer to the Student Teaching Handbook in the appendix for this information. The procedures are outlined throughout and the various scoring/evaluation sheets are included.

Additionally, students are informed of the responsibilities, during the two student teaching seminars: EDSS 571 and EDSS 581. These responsibilities and expectations are repeated at an initial 3-way meeting of the cooperating teacher and university supervisor and the student teacher at the beginning of the placement and at other times as necessary. The TPEs are reviewed, expectations set, and timeline discussed. The evaluation form is reviewed and discussion of goal setting for each week occurs.

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

Field supervisors will be expected to use the rubrics provided to give timely, consistent, and critical feedback to the candidates regarding their performance on the TPEs on a minimum of four different occasions during the eight-week student teaching experience. The information will accurately reflect the teaching abilities being observed and offer suggestions for improvement. Candidates will be given opportunities to practice and improve as they are working on the TPEs.

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

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

Please refer to the Student Teaching Handbook for this information. The procedures are outlined throughout—especially the university supervisor and cooperating teacher responsibilities. Additionally, it should be noted that the Field Experience coordinator meets regularly with district personnel for timely feedback and frequent consultation.

Through formal and informal efforts, program faculty often collaborate with school

administration and cooperating teachers regarding program curriculum and assignments. The topics of discussion at the meetings with the middle school administrators include the structure of the Single Subject Program, the willingness and availability of the school site to work with CSUCI in developing the secondary program and accepting student observers and student teachers. The principals were given drafts of the initial program structure and content and were asked for input and feedback so the program can meet the needs of their specific school as well.

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 mutually beneficial in helping the candidates provide a service to the school as they are also learning how to become teachers. As the need arises, assignments are adapted to meet the changing needs of the field to ensure that our candidates are ready to enter into the induction program.

"Mutually beneficial" could also be stated as "dually beneficial" in that tasks not only benefit the candidates in their learning, understanding, and performance as student teachers but also benefit the school, the classroom and cooperating teacher, and most importantly the K-12 students in the classroom.

Standard 19
Assessment Administered for Validity, Accuracy and Fairness

> *The sponsor of the professional teacher preparation program implements the Teaching Performance Assessment according to the assessment design. In the program, candidate responses to pedagogical assessment tasks are scored in a manner that ensures strong consistency of scoring among assessors, particularly in relation to the established passing standard. The program sponsor periodically monitors the administration, scoring and results of the assessment to ensure equitable treatment of candidates. Prior to initial assessment, each candidate receives the Teaching Performance Expectations and clear, accurate information about the nature of the assessment and the pedagogical tasks.*

Standard 19: Assessment Administered for Validity, Accuracy and Fairness

19.1   Describe the manner in which the teaching performance assessments will be integrated into your SB 2042 program.

CSUCI has chosen the Performance Assessment for California Teachers (PACT) as the assessment system to be followed by the Single Subject (SS) Credential candidates. Single Subject candidates in Math, Science, English and Social Studies complete two semesters of courses combined with two semester-long student teaching placements. Those who enter the program in the fall semester complete their first student teaching experience at a middle school (EDSS 575) in the fall and the second student teaching experience at the high school level (EDSS 585) in the spring; candidates who enter the program in the spring semester complete their first student teaching experience at a middle school in the spring and the second student teaching experience at the high school level in the fall. Each student teaching experience is accompanied by a co-requisite seminar (EDSS 571 and EDSS 581 respectively).

Although on a semester system, a typical semester in the Single Subject Credential Program is separated into two parts. The first eight weeks of the semester consists of coursework up to four nights a week with the equivalent of one full day in the student teaching placement. The second eight weeks consists of five full days of student teaching and a student teaching seminar for one evening a week. Students are expected to take over all teaching and planning for a minimum of four weeks for each student teaching placement.

While candidates are introduced to the Teaching Performance Expectations (TPEs) in courses prerequisite to the Single Subject Program and in program coursework (see response to Standard 19.5 for a list of specific courses), it is in these student teaching seminars where students formally learn about and apply them in their practice. This, too, is where the performance assessment tasks and directions are introduced to candidates. (See responses to Standards 19.5 and 19.6 for more details.)

Single Subject Candidates will be formally introduced to the TPEs during their first

student teaching seminar (EDSS 571). Additionally, in this seminar, students will be given Teaching Event-like assignments that will preview the expectations for the following semester's PACT Teaching Event. For example, students will complete a school and classroom documentary that details the school demographical data and other information relevant to the context of teaching. Students will also complete and analyze a video lesson segment from their first student teaching.

Single Subject Candidates will complete the Performance Assessment for California Teachers (PACT) Teaching Event (TE) as embedded assignments in the student teaching seminar during their second student teaching experience at the high school level. Each component of the teaching event is introduced and due dates are specified for each. For example, the Context for Learning is introduced first, followed by the Planning component, Instruction, Assessment and Reflection, each with their own due dates.

Prior to the introduction of the PACT teaching event, secondary credential candidates complete three methods courses: one general methods course (EDSS 530) and two in their content area (EDSS 531 & 541 for math; EDSS 532 & 542 for science; and EDSS 533 & 543 for English). Secondary level literacy methods are incorporated into EDSS 541, 542, and 543. Candidates also take two Access to Learning courses: EDSS 550: English Language Learners and EDSS 560: Special Needs Learners. Together, the formative experiences, activities, readings, and assignments associated with these courses, directly relate to the types of tasks encountered in the PACT Teaching Event and prepare them for the Planning, Instruction, Assessment, Reflection, and Academic Language components of the TE in their second semester. By the time the TE is introduced, secondary candidates have ample experience with formative tasks such as planning and implementing lessons, creating assessments and evaluating student work, reflecting on videotaped classroom interactions between themselves and their students, and learning about the role of academic language in planning, instruction, and assessment.

Throughout the year, Single Subject faculty collaborate to support candidates' understanding of the PACT TE components, including supporting students' development of academic language. These components are integrated into program coursework as outlined in the Appendix: "Integration of PACT Components in Single Subject Program Coursework."

19.2 Describe how the program will ensure assessment accuracy and equitable treatment of candidates, including access for candidates with disabilities.

To ensure assessment accuracy, prior to each session of scoring, new scorers will receive full training (which will include calibration exercises) from the Lead Content Area Trainer in the specific disciplines. In order to maintain consistency of scoring among previously trained assessors and to reinforce the established passing standard, each scoring session will begin with a calibration exercise. The Lead Content Area Trainer and the Director of School of Education will randomly select and examine a scoring form from each scorer in the Single Subject Program. When selecting scoring forms, priority will be given to new scorers and any scorer who required more than two attempts to calibrate. When examining the selected forms, the focus will be on the match of evidence recorded to the scoring level selected. In order to improve their ability to

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record evidence and/or to match the evidence to a score level, the Lead Content Area Trainer will discuss the evidence and scores with individual scorers. (Response to Standard 19.10 describes how assessment accuracy is ensured through double scoring.)

To ensure equitable access for candidates with disabilities, and in accordance with required educational accommodations as outlined in the federal Individuals with Disabilities Education Act, students with disabilities will be provided with appropriate accommodations as necessary to enable them to participate in the assessments. The term "candidates with disabilities" refers to teacher candidates who are eligible for services under the Individuals with Disabilities Education Act (IDEA) as well as candidates who are covered under Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act (ADA). Under IDEA, a student is eligible for services if the student has one of the covered impairments and because of that impairment needs special education and related services. Under Section 504 and Title II, the student is covered if the student has a physical or mental impairment that substantially limits one or more major life activities such as learning.

In accordance with required educational accommodations as outlined in the federal Individuals with Disabilities Education Act,

> Students with disabilities must be provided with appropriate accommodations when necessary to enable participation in the assessments. Assessment accommodations include changes in the way assessment items are presented, changes in the way a student may respond, changes in the timing or scheduling of an assessment, and changes in the settings that are used to provide an equal footing for students with disabilities who need the accommodations. Assessment accommodations help students show what they know without being placed at a disadvantage by their disability (United States Department of Education, 2003).

To provide an equal footing for students with disabilities and following guidelines utilized by the Educational Testing Service (2007), we have developed a plan to provide reasonable accommodations for candidates with documented disabilities, recognized under the Americans with Disabilities Act, which mandates that test accommodations be individualized (meaning that no single type of test accommodation may be adequate or appropriate for all individuals with any given type of disability).

In accordance with the CSUCI Disability Accommodations Services (DAS) guidelines (see Appendix) the candidate will provide a written disability verification to the DAS, and if it supports the need for Exam Accommodation, the DAS will issue an Determination of Accommodation Form. Candidates will be expected to retain the original form for the specified time period, and present this same accommodation form to their Education Program instructors during the first two weeks of each semester. Based upon the written disability verification, the DAS will make specific disability appropriate recommendations on the Determination of Accommodation Form. The candidate should discuss these recommendations with program instructors in regards to the PACT-TPA assessment.

Accommodations will be individualized so as to be appropriate and adequate for all candidates with documented disabilities recognized under the Americans with

Disabilities Act. Following the guidelines utilized by the Educational Testing Service (2007), the PACT consortium has developed a plan to provide reasonable accommodations.

The CSUCI DAS purchases new technologies in response to need-based accommodations. Some accommodations currently available include:

- An extension on deadlines for submission
- Reader
- Recorder/writer of answers
- Sign language interpreter (for spoken directions provided in teacher education classes)
- Technical assistance with videotaping for the Instruction task
- Real-time captioning service (on-site and off-site)
- Converting texts to Braille
- Text-enlargement: magnification software, capability of enlarging/printing on larger paper
- Text-to-speech software
- Audio recording
- Instructor's voice amplification (transmitter and receiver)
- Computer Lab with assistive software

The accommodations do not significantly alter what is measured, therefore the score report for the candidate's Teaching Event would not contain an indication of whether or not the assessment was completed with accommodations.

To provide equal footing for all students, materials submitted for scoring will only be identified by students' identification numbers. Prior to distribution of Tes to scorers, a check will be made to ensure that the candidate has not been supervised in student teaching by the scorer. Then when materials are scored, scorers will first look at the videotape submitted as evidence for PACT task three to double check that they do not have prior experience with the candidate, as an instructor, fieldwork supervisor, cooperating teacher or in any other capacity that might lead to a biased view of the candidate.

19.3 Describe how the program ensures consistency in assessment procedures that contribute to the reliability of scores and the accurate determination of each candidate's passing status.

Scoring system. The PACT scoring system will be utilized. This includes rubrics, benchmarks, scorer recruitment and training protocols, and a scoring process. Two Lead Scorers have participated in a Training of Trainers orientation in preparation for conducting training and calibration sessions for the institution and for supervising the scoring. There will be one designated Lead Content Area Trainer for each of the single subject disciplines of the program. Scorer training will be conducted using the consortium-wide procedures described in the PACT Implementation Handbook. There are common benchmarks and calibration instruments for Teaching Events that are used across the consortium.

The CSUCI School of Education will maintain at least one qualified Trainer-of-Trainers. The Trainer-of-Trainers will attend training sessions offered by the PACT consortium. The trainer(s) will collaborate with the Director of the School of Education to recruit and train a sufficient number of qualified scorers to ensure that PACT TEs can be double scored as required. Scorers will be recruited from tenure line and adjunct faculty based upon the criteria below. In addition to CSUCI faculty, the program will also recruit, train, and maintain a group including such people as cooperating teachers, school site administrators, program graduates, CSUCI Master of Arts in Education candidates, and district support providers to assist with the scoring of TEs. These outside scorers will meet the following criteria:

- At least 3 years classroom teaching experience within the TE area to be scored.

- Proven knowledge of content area and current teaching pedagogy.

- Prior experience of working with student or beginning teachers

- Completion of an approved two-day training and calibration program.

Beginning in the Spring 2008 semester, faculty and fieldwork supervisors will attend Training of Trainers sessions held by the PACT Consortium. Needing at least one lead scorer in each discipline for the Single Subject credential program and a cadre of trained scorers, it may be necessary to go outside CSUCI for scorers.

Scorers for each discipline in the Single Subject Credential Program will meet each semester as a group to calibrate their scoring. During the training process, scoring consistency will be ensured through multiple opportunities for the group to calibrate scores on sample TEs provided by PACT. Once the group has calibrated, individuals will begin to independently score TEs. When a failing score emerges (i.e., an overall rating of "1"), an additional scorer will be enlisted to score that TE. In the event that the second score differs from the first, a qualified third scorer will be employed. The final score will be determined by averaging the top two scores. If the score still fails to reach the passing level, the student can request a remediation plan as detailed in 19.8 or appeal the final score using procedures described in 19.9.

The Single Subject Credential Program will use TaskStream as the PACT portal. TaskStream provides complete scoring rubrics and other resources that will facilitate scoring of the PACT TE. During the training, calibration, and scoring process, this will provide PACT Lead Scorers full access to the scores assigned by individual scorers, allowing oversight and monitoring of individual scorers to detect scorer drift, indicating when additional calibration training for the individual scorer is required.

To further ensure the reliability of scores, materials submitted for scoring will only be identified by students' identification numbers. When materials are scored, scorers will first look at the videotape submitted as evidence for PACT task three to ensure that they do not have prior experience with the candidate as an instructor, fieldwork supervisor, cooperating teacher or in any other capacity that might lead to a biased view of the candidate.

19.4 Describe the plan to periodically compile and examine information regarding the effects of the assessment on groups of candidates in the program. Describe the

plan to monitor and, as needed, adjust assessment practices and procedures in order to maximize the fairness of the assessment for candidates.

Monitoring of fairness. Each year, CSUCI will submit data to the PACT consortium for analysis and reporting. The PACT consortium annually collects scores across the involved institutions that have more than 10 candidates. These are analyzed centrally, and results are given back to programs. The analyses include tests for fairness across demographic indicators. The analysis uses an ANOVA or t-test methodology to look for significant differences in scores by gender, race/ethnicity of candidates, socio-economic context of schools, percent of ELL students in candidates' classrooms, grade level taught (elementary versus secondary), and the academic achievement level of candidates' students. In order to explore the possibility of unfairness, a finding of significant differences will trigger additional analyses at the appropriate level (consortium or program, depending on where the differences emerged). If, at the consortium level, the significant differences remain over multiple successive years, the consortium will convene a work group to analyze the differences in greater depth to result in recommendations for changes in the assessment, assessment implementation, and/or targeted strategies for supporting candidates with particular characteristics.

CSUCI faculty, supervisors and other scorers will be actively involved in PACT training activities throughout the year. Ongoing training of scorers and benchmarking sessions and will serve to ensure that scoring abilities are being recalibrated, thereby improving scoring reliability over time and between scorers. Since the Single Subject program has fewer than 100 students per year collectively from the subject matter areas, supervisors and faculty work closely with students and monitor individual performances. This close working relationship will allow supervisors and program faculty to be knowledgeable of each candidate's development. The resulting formative knowledge of each student's progress will allow for timely, personalized intervention and monitoring of any individual who may require additional support. At the end of each scoring, all scorers will meet to summarize common issues found among the candidates TE.

Using the data from PACT an alysis reports and the summaries of scorers reports, SS faculty will meet with supervisor and scorer representatives early in each academic year to update plans for implementing activities that support student preparation and to ensure the inclusion of PACT elements as assignments in existing courses and seminars throughout each semester. CSUCI's plans are contingent upon the level of funding made available for the implementation of Teaching Performance Assessment tasks.

19.5 Describe the plan to distribute to each candidate the full text of the *Teaching Performance Expectations* and clear, accurate information about the assessment purpose and use, including standardized directions related to the pedagogical assessment tasks.

Standardized directions for completing the assessment tasks are provided in PACT Handbooks for each content area. In addition, a number of optional support materials are available on the PACT website, www.pacttpa.org (e.g., *Procedures for Classroom Videotaping*, *Making Good Choices*). During their prerequisite coursework [EDSS 515

(Adolescent Development for Secondary Educators—to begin in Fall 2008), EDUC 512 (Equity, Diversity, and Foundations of Schooling), and EDUC 520 (Observing and Guiding Behavior in the Multilingual/ Multicultural and Inclusive Classroom)], SS candidates are introduced to the Teaching Performance Expectations (TPEs) and the relationship of the TPEs to the California Standards for the Teaching Profession. There is a continuing emphasis on TPEs and their relation to teaching standards in all Single Subject Program coursework and student teaching seminars.

In the first student teaching seminar, EDSS 571, SS candidates are introduced to the Teaching Performance Expectations (TPEs) and the relationship of the TPEs to the California Standards for the Teaching Profession. They learn how the PACT TE is constructed to assess credential candidates knowledge of and practices related to the Teaching Performance Expectations. Students download and read the entire teaching event, handbook, and rubrics related to their respective content area (Science, Mathematics, or English-Language Arts) from Blackboard as part of their EDSS 571 coursework. Materials for distribution to school principals and cooperating teachers that describe PACT and the protocols for obtaining video-taping permission from students' families will be made available to students in English and Spanish.

During EDSS 581 seminar, students meet with the seminar instructor for clarification and comprehension of the assessment purpose and demands involved in completing the PACT teaching event. During both seminars (EDSS 571 & 581), candidates develop their understanding of the TE through structured activities that scaffold their comprehension of the standardized directions related to the tasks. In their two content methods courses (math: EDSS 531 & 541; science: EDSS 532 & 542; History-Social Science: EDSS 534 & 544; and English 533 & 543), one taken each semester, students meet in content-area groups with experienced, qualified faculty in the subject area to assist them with specific content-related information that assists in clarifying the particular demands and tasks involved in their particular content area TE.

Students meet frequently with their field placement supervisors throughout the semester up until the final due date for completion of the TE. Supervisors are experienced, qualified tenured and adjunct faculty who have prior experience in scoring performance assessments for teachers in California (e.g., TPA, PACT. In their meetings, supervisors work closely with their assigned students to provide guidance and clarification and address the various tasks of the TE. They check on student progress regularly throughout the period, giving students specific content-related information that assists in clarifying the specific demands and tasks involved in the TE. The close involvement with small groups of students throughout the TE ensures that supervisors are able to intervene with students who are clearly not understanding directions, tasks, and/or purposes as they are encountered.

To ensure that candidates are fully informed about the purpose and appropriate use of the assessment, the following PACT statement will appear in the SS Program Handbook beginning in the 08-09 academic year:
> *In accordance with sound psychometric principles prohibiting the use of a single*
> *assessment for high-stakes purposes, the Teaching Event scores should be used in*

conjunction with multiple sources of information, including course grades, student teaching evaluations, and information from embedded signature assessments (ESAs), to determine whether a teacher candidate should be recommended for a preliminary teaching credential. A candidate who has not successfully completed other credential requirements should not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. In other words, passing the PACT Teaching Event alone is insufficient to demonstrate one's qualifications to become a teacher of record.

Individual candidates' Teaching Event scores, like other licensing test scores and academic records, are confidential and should not be released without the prior consent of individual teachers to employers or induction programs. Schools and districts are prohibited from using Teaching Event scores for hiring purposes or for determining pay differentials. The scores may be released by programs to the PACT consortium for the purpose of assessment validation, research/evaluation, and regular activities involved in implementation of the assessment system, but may not be released to outside agencies other than the CCTC without prior consent of individual teachers. Scores may not be released to BTSA (induction) programs without the prior consent of individual teachers. Should a program release PACT Teaching Event scores to an outside agency with the prior consent of individual teachers, the program must inform the agency that the assessment is valid only for determining the pedagogical competence for initial teaching credentials in California.

19.6 Describe the procedures for advising candidates so that candidates fully understand the pedagogical assessment tasks and directions.

EDSS 581 seminar meetings will be devoted to assisting single subject students in understanding the PACT documents and how they will be implemented in their field placements during their second semester of student teaching. Candidates will engage in in-class activities and out-of-class assignments designed to give them an understanding of the scope of the performance assessment in planning, instructing, assessing, and reflecting upon curriculum implementation. Structured experiences will require candidates to focus on various components of the PACT and in preparation for the PACT Teaching Event. Throughout classes and seminar sessions, candidates will be given regular opportunities to clarify misunderstandings about the content of the TE as well as its implementation with instructors and supervisors.

19.7 Describe the plan to ensure that each assessed performance is entirely the candidate's own performance.

As part of the assessment, each candidate and their university supervisor sign a Teaching Event Authenticity Sign-off Form (see Appendix). The form attests that the candidate had primary responsibility for teaching the classes during the period documented in the Teaching Event, that the video and student work samples were from that class, and that the candidate was the sole author of the commentaries. Authenticity forms are discussed with the credential candidates prior to beginning the PACT TE. Cooperating teachers and fieldwork supervisors who work closely with the candidates during student teaching will

verify these forms; they will be collected by seminar instructors and stored securely in the Teaching Credential Office for a period of seven years.

Because the candidate's work is in an educational context where candidates are being taught to teach and because we believe in encouraging collaboration in teaching, we will use the Guidelines on Assistance to Candidates Completing Teaching Events (see Appendix) developed by the PACT consortium and are being used by all participating institutions. These guidelines define for cooperating teachers, supervisors, and seminar instructors the distinctions between appropriate and inappropriate support for candidates. They provide strategies for improving teaching effectiveness through appropriate coaching and collegial conversations and supporting student teachers in reflecting on the TE without specifically targeting satisfactory completion of TE tasks. These guidelines will be made available each semester in both paper and electronic form to SS candidates, faculty, fieldwork supervisors, and cooperating teachers, as indicated in our response to Standard 19.5.

PACT will be administered in accordance with CSUCI Senate Policy on Academic Dishonesty (see Appendix). Academic dishonesty is defined as including such things as "cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess" (Appendix, SP02-01). In accordance with this policy, students are expected to complete all academic activities, including the PACT TE, in compliance with established standards and guidelines.

When an instructor, cooperating teacher, supervisor, or scorer suspects academic dishonesty, they will consult with the Director of School of Education and/or the Lead Content Area Scorer to report their suspicions. Further investigation of the matter will include consultation with the cooperating teacher, supervisor, and/or instructors of the candidate, as appropriate. If further evidence is provided to support the initial suspicion of academic dishonesty, the matter will be discussed with the candidate involved. If academic dishonesty is proved as premeditated or planned, the candidate will receive a failing grade in the relevant course(s) and the PACT materials submitted will not be scored. In this event, a report will be filed with the Vice Presidents for Academic Affairs and Student Affairs or their designees, and the CSUCI protocol for academic dishonesty will be followed.

19.8 Describe the process implemented to remediate students who do not initially pass the teaching performance assessment include the number of times a candidate may resubmit a specific task.
If candidates fail the Teaching Event because they fail more than one task, OR receive more than two level "1" ratings across tasks, an entirely new Teaching Event must be re-taught and re-submitted. However, candidates who fail only one task of the Teaching Event have the opportunity to resubmit specific individual tasks for a higher score. If only the Reflection task must be resubmitted (i.e., two scores of "1" within the Reflection rubrics), the candidate need only rewrite that commentary; however, if any other task must be resubmitted, more will be required than simply rewriting the commentary. The

chart below shows what would need to be resubmitted for each task that is failed.

Resubmission Requirements for Failed Tasks of the PACT Teaching Event

Task Failed	**Components to be resubmitted**
Planning	Instructional context task; New series of lesson plans and instructional materials on a new topic; Planning commentary
Instruction	Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; Instruction commentary
Assessment	Instructional context task; New student work samples; Assessment commentary
Reflection	Revision of the reflection commentary for previously taught Teaching Event; Daily reflections cannot be revised unless the candidate must redo instruction.*
Academic Language	Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)

* Guiding Question 8 (Reflection 1) on the current version of the rubrics are based on the Daily Reflections exclusively, and since Daily Reflections depend on teaching the learning segment, the score for this guiding question cannot be remediated.

For candidates whose TEs do not meet the passing standard, the remediation process will include the following:

- All failing Teaching Events will be double scored.
- If the second scorer agrees that the candidate failed more than one task OR earned more than two level "1" ratings across tasks, the TE will not be passed.
- If the two scorers disagree, either a third scorer will either score the entire TE or just the non-passing task(s) depending on the degree of agreement and the number of non-passing tasks.
- Candidates will be notified of their scores on an individual basis.
- Candidates will meet individually with the Director of Field Placements or the Single Subject Program Coordinator to discuss their scores. Scores will be detailed on the PACT score reporting form that candidates keep for their records. A blank copy of this form (see Appendix) will be available to candidates in the CSUCI Single Subject Program Student Teaching Handbook. The Teaching Credential Office will also retain a copy of this completed form for a period of seven years.
- A candidate who does not pass one or more of the tasks will be given sufficient time to complete the task again. The deadline will be determined by the nature of the task as described in the chart above. If a task needs to be re-taught, more time will be provided, which will be determined by the candidate and his/her content supervisor. If a task does not need to be re-taught (i.e., the reflection component), less time may be provided, again determined by the candidate and his/her content supervisor.

If the candidate does not pass the performance assessment a second time, the candidate will not be recommended for a teaching credential. The candidate will meet with either the Director of Field Placements or the Single Subject Program Coordinator to determine next steps on an individual, case-by-case basis. No candidate will be allowed to resubmit the TE more than twice.

19.9 Describe the appeal process and re-scoring procedure available to candidates who do not pass the assessment.

Appeals procedure. Candidates whose Teaching Events do not meet the passing standard and who choose not to remediate the score by resubmitting a task or an entire Teaching Event will have the right to appeal the failing score. This must be done in writing within seven days of the score being released to the candidate. The appeal letter will be directed to the coordinator of the Single Subject Program.

Prior to the release of scores to candidates, all Teaching Events not meeting the passing standard will have been scored at least twice by trained and calibrated scorers, and the evidence will have been reviewed by the Lead Content Area Trainer to ensure the reliability of the awarded scores. If there is conflict between the original double scores then a third scoring will take place. The Lead Content Area Trainer will adjudicate such discrepancies.

If a candidate appeals the failing score, an investigation of the scorer training and scoring procedures at CSUCI campus will be triggered. If the investigation finds that the scorer training process[1] or scoring procedures were not in accordance with the scoring system as designed, the candidate then has the right to ask for a re-scoring of the Teaching Event by a trainer external to the local program. The re-scoring of the Teaching Event will occur within a month of the original appeal to allow the candidate time to re-submit a task or an entire Teaching Event should the re-scoring of the Teaching Event result in a failing score.

19.10 Describe the plan for double scoring (at least 15% of candidate performances for CA TPA users), and the analysis of the results, to confirm the reliability of TPA scores.

Reliability within the program. Trained and calibrated scorers will independently score all TEs at least once. A random sample of 15 % of TEs stratified by credential area will be designated for double scoring and distributed across scorers. Trainers will monitor the double scoring by examining the scores for TEs that were double-scored and conducting "read behinds" for scores that are discrepant by 2 or more score points. The trainer will identify scorers who are drifting and will work with them to again achieve calibration by discussing the discrepant scores and helping the scorers to understand the differences between levels on rubrics that appear to be problematic for the individuals. In addition, all TEs with scores that do not meet the established passing standard and borderline scores (those just above the passing standard) will also be scored by a second scorer, and the evidence reviewed by the Lead Content Area Trainer.

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[1] NOTE: The advice of prominent personnel law attorneys consulted by INTASC and the National Board has been that if sufficient processes are in place to safeguard the reliability of the score, then the appeal is focused solely on the IHE's failure to follow recommended procedures. The accuracy of the scores are not at issue unless the procedures (e.g., double scoring, qualified scorers) were not followed.

Reliability across campuses. To ensure that scoring is calibrated across campuses, all trainers will participate in a central audit of all failing Teaching Events and a randomly selected stratified sample of 15% of Teaching Events from across the score levels (2s, 3s, and 4s) from across content areas and across all campuses. Audited TEs that have large score discrepancies (2 or more points) from local scores will be rescored by other trainers as part of a moderation process to ensure consistency. If there is sufficient evidence that CSUCI has unreliable scores, an external trainer will monitor the scoring process closely in the following year. If the discrepancies persist a second year, then external trainers will conduct training and supervise scoring at CSUCI for a time period deemed appropriate as determined by the PACT consortium.

Every third year, according to the PACT consortium, a central standardized scoring model will be used to provide another check on the consistency of training and the scoring process and the reliability and validity of scores. Under this model, scorers from campuses within a region will be convened at central scoring sites to be trained and calibrated, and to score Teaching Events.

Program Standard 20:

Assessor Qualifications and Training

To foster fairness and consistency in assessing candidate competence in the professional teacher preparation program, qualified assessors accurately assess each candidate's responses to the pedagogical assessment tasks in relation to the Teaching Performance Expectations and the multilevel scoring scales. The program sponsor establishes assessor selection criteria that ensure substantial pedagogical expertise on the part of each assessor. The sponsor selects and relies on assessors who meet the established criteria. Each prospective assessor completes a rigorous, comprehensive assessor training program. The program sponsor determines each assessor's continuing service as an assessor in the program primarily based on the assessor's scoring accuracy and documentation. Each continuing assessor is recalibrated annually.

20.1 Describe the criteria for selecting assessors, including the consistency of your consideration for assessors who received state, program, or other institution training.

The Single Subject Credential Program at CSUCI will maintain a community of qualified scorers which will include at least one full-time faculty member who is qualified to train other scorers. To be eligible to score, scorers must meet the following criteria:

- At least 3 years classroom teaching experience within the TE area to be scored.

- Proven knowledge of content area and current teaching pedagogy.

- Prior experience working with student or beginning teachers

- Completion of an approved two-day training and calibration program.

To ensure the consistency of the performance of assessors, scorers in each subject area for the Single Subject Credential Program TEs will meet each semester as a group to calibrate their scoring. During the training process, scoring consistency will be ensured through multiple opportunities for the group to calibrate scores on sample TEs provided by PACT. If scores are discrepant, a qualified third scorer will be employed.

The policy of the School of Education at CSUCI is to encourage and assist any eligible assessor to attend a local PACT scorers' training event. Contingent upon funding, this practice will continue.

20.2 Describe the plan to implement the approved assessor-training program.

Assessor training consists of a two-day set of training modules that include examination of benchmark assessments to familiarize assessors with how to match evidence to the scoring rubrics and how to select the appropriate score level on the eleven scoring rubrics. Full-time faculty members who have completed a Training-of-Trainers module for the respective SS credential areas will conduct the trainings.

TEs will be uploaded to the TaskStream portal and scorers will use the on-line scoring functions. A scorer training session will be conducted each mid-semester, in time for scoring the candidates' TE materials. Training and calibration sessions will be scheduled over a two-day period with the actual scoring occurring remotely during the following 7-day period. Below is a typical two-day scorer training timeline. Prior to the onset of the training all scorers will have read the benchmark in advance.

<u>Day 1</u>

9:00   Introduction

9:15   Orientation to Scoring Process in Subject-Specific Groups

10:30   Begin review of Level 2 benchmark

12:15   Lunch

1:00   Continue review of Level 2 benchmark

4:45   Adjourn

<u>Day 2</u>

9:00   Begin review of Level 1 benchmark

12:15   Lunch

1:00   Continue review of Level 1 benchmark

1:15   Begin review of Level 3 benchmark

5:00   Adjourn, with the calibration TE to be completed and submitted to the Trainer

The scorer trainings are comprised of 4 modules of 1 - 2 hours. This breaks down the two-day training into four modules, with the assumption that the benchmarks will be read ahead of time. For the Level 1 and Level 3 benchmarks, the assumption is that benchmarks will be read and portions will be scored ahead of time. The four modules, labeled within the Training Protocol, are:

1. **Overview of Rubrics and Scoring Process,** which lasts about 1 hour including an introduction. In the document "Training Protocol for a Two Day Training", this corresponds to the activities on the first day from 9:00 to 10:30.
2. **Understanding Level 2,** which lasts about 2 hours if the benchmark is read ahead of time. In the document "Training Protocol for a Two Day Training", this corresponds to the activities on the first day from 10:30 to 4:45.
3. **Understanding Level 1,** which lasts about 2 hours, if the benchmark is read and scored ahead of time, with the exception of the Instruction task, which requires viewing the video. In the document "Training Protocol for a Two Day Training," this corresponds to the activities on the second day from 9:00 to 1:15.
4. **Understanding Level 3,** which lasts about 2 hours, if the benchmark is read and scored ahead of time, with the exception of the Instruction task, which requires viewing the video. In the document "Training Protocol for a Two Day Training," this corresponds to the activities on the second day from 1:15 to 5:00.

5. Again the **calibration Teaching Event** is scored and submitted to the Trainer for evaluation**.**

Through TaskStream's Portfolio web portal, the benchmark and calibration teaching events will be scored online during the two-day training session. As scoring takes place, the session trainer will have real-time, synchronous visibility of all the scores being awarded to each teaching event. This will allow the trainer to monitor the calibration of each scorer as they progress through the training materials. TaskStream's web portal permits teaching events to be assigned to any of the qualified scorers for scoring or double scoring. The synchronous and asynchronous visibility of the scoring process allows potential scorer drift to be detected and corrected in a timely manner.

20.3   Describe the plan to assign qualified assessors to assess candidates' responses to the pedagogical assessment tasks.

All PACT assessors at CSUCI will complete scorer training and will be matched to candidates by credential area so that scorers are familiar with the content pedagogy in the teaching and learning portrayed in the TE.

During the PACT TE scoring, each scorer will be assigned between three and five teaching events. A sufficient number of scorers will be estimated using the formula [Number of TEs + (1.15 X Number of TEs)] divided by 3. This will provide the School of Education with a target number of scorers needed for candidates, when scorers are assigned three teaching events each plus 15% extra capacity to allow for double scoring.

The SS faculty will draw upon the expertise of the Lead Content Area Trainer as well as methods instructors who will be trained as scorers. Potential scorers will also be recruited from the local pool of educators who meet the criteria described in the response to Standard 20.1. Personal requests to participate will be used during the recruitment process.

20.4. Describe the recalibration process used to ensure assessors remain appropriately connected to the rubric.

Scorers who do not initially calibrate, whose evidence does not match the assigned scores, or whose scores are found to be inaccurate when discrepancies in double scores are investigated will undergo a recalibration process. The Lead Content Area Trainer will review the scoring of the Teaching Event by the scorer in question, which will trigger recalibration. Feedback will be provided on their strengths and weaknesses as a scorer. Following the feedback meeting, the scorer will score a pre-scored TE and the Trainer will evaluate the scoring evidence and scores presented. This process will be repeated as needed.

20.5 Describe the plan to review and monitor each assessor's scores annually.

Each semester in CSUCI's scoring sessions, each assessor's scores will be monitored through noting the outcomes of double scoring occurrences and the Lead Content Area

Trainers' random monitoring of the match between scores given and evidence recorded. The annual audit by PACT will provide an external review of a scorer's scores.

20.6 Describe the criteria for the retention and non-retention of assessors during and after training.

Assessors *must* calibrate before they are allowed to score. If the examination of evidence or the double scoring process indicates that they are drifting they will also be required to recalibrate. To calibrate (compared to the previously determined scores), an assessor's scores:

- Must result in the same pass/fail decision

- Must include at least six exact matches

- Cannot include any scores that are two away from the pre-determined score

Program Standard 21:
Assessment Administration, Resources and Reporting

In the professional teacher preparation program, the Teaching Performance Assessment is administered and reported in ways that are consistent with its stated purpose and design. To ensure accuracy in administration of the assessment, the program sponsor annually commits sufficient resources, expertise and effort to its planning, coordination and implementation. Following assessment, candidates receive performance information that is clear and detailed enough to (a) serve as a useful basis for their Individual Induction Plans developed within an approved Induction Programs, or (b) guide them in study and practice as they prepare for reassessment, as needed. While protecting candidate privacy, the sponsor uses individual results of the assessment as one basis for recommending candidates for Preliminary Teaching Credentials. The sponsor uses aggregated assessment results in appropriate ways to improve the program. The sponsor documents the administration, scoring and reporting of the assessment in accordance with state accreditation procedures.

21.1 Describe the plan to support consistency in all aspects of ongoing administration of the Teaching Performance Assessment.

Our plan to support consistency in all aspects of ongoing administration of the teaching performance assessment (PACT) begins with assignment of specific responsibilities for communicating procedural information and distributing materials. The following chart identifies the people to whom procedural information and materials will be distributed and the persons responsible for ensuring that distribution occurs as needed each semester.

Distribution of procedural information and materials to:	Responsible person(s)
Course Instructors	SS Program Coordinator
Field Placement Supervisors	Director of Field Placement
SS Candidates	Course Instructors
Cooperating Teachers	Field Placement Supervisors
Scorers	Lead Content Area Trainers

The School of Education will support PACT scorer training each semester. The cadre of scorers will include SS faculty as well as other qualified professionals, such as advanced graduate students from the MA programs, selected cooperating teachers and administrators from local schools, and district support providers. CSUCI's School of Education will prepare one faculty member to serve as a Lead Content Area Trainer in each of the Single Subject content areas (Mathematics, Science, History/Social-Science, & English). This will facilitate the scheduling of scorer training sessions each semester, contingent upon available funding. In order to support student preparation, SS faculty, instructors and supervisors will meet at the beginning of the academic year to update plans for implementing activities and assignments into existing courses and seminars that

relate to PACT.

For additional information regarding consistency in assessor assignment and scoring procedures, see responses to Standards 19.2 and 19.3; for additional information regarding consistency in distribution of materials, see response to Standard 19.5; for additional information regarding consistency in the appeal process and rescoring, see response to Standard 19.9.

21.2 Describe the responsibilities for assessment planning and coordination. Explain how these duties are assigned to qualified personnel, and the plan to monitor assessment coordination each academic term.

The Director of the School of Education (DSE) and the Director of the Field Placement Office (DFP) will oversee the PACT implementation, scorer training and reporting. The DSE will ensure that lead trainers are annually updated so that they are available to train scorers in their curricular content areas, and to enable them to oversee the recruitment of faculty, advanced graduate students, cooperating teachers, administrators, and district support providers to be trained as PACT scorers. Lead trainers have full-time faculty appointments within the School of Education.

All TE scorers will be paid a stipend for each TE scorers. It is anticipated that scorers will be paid a sum comparable with neighboring institutions. The DFP will oversee the reporting of PACT results to individual candidates. The Director of the School of Education will oversee the submission of results to CCTC for program accreditation and, as necessary, to the consortium to maintain PACT instrument's integrity.

21.3 Describe the plan to protect the privacy of individual candidates. Describe the voluntary consent process where the program would release assessment findings and/or results to persons other than the candidate.

The Director of the School of Education (DSE) will oversee the security of PACT results, which will be maintained by the School of Education's Credential Office during the seven-year period of record retention for credential graduates. The School of Education supplies each SS credential graduate with an individualized printed PACT score report (see Appendix) and a detailed assessment of their performance addressing each of the eleven areas defined in the PACT scoring rubrics, which are correlated with the thirteen Teaching Performance Expectations (TPEs) established by CCTC. The assessment reports are provided only to the individual graduates. Graduates will be encouraged to discuss their PACT assessment results with district induction program support providers. Any release of such information is solely at the discretion of the candidate. In the event that a candidate loses their scoring feedback documents, s/he may request a copy from the CSUCI Credential Office; however, copies will only be sent to the candidate and not to any third party. A notification of a "passing score" will be included on each successful candidate's credential application.

As noted in the response to Standard 19.5, the School of Education will not provide PACT scores directly to induction programs or potential employers. The Credential Office will maintain summaries of PACT results in a secure database. Summaries of the

results will be used by the SS program for improvement activities and will be supplied to interested agencies as regulated (i.e., CCTC / Committee on Accreditation) to maintain the integrity of the PACT instrument and to establish oversight of quality control over the CSUCI SS program and scoring procedures. Individual PACT results may be used for research or professional development purposes. In such cases, consent by all parties will be obtained as regulated by the CSUCI Institution Review Board (IRB).

21.4 Describe the program's assessment reports to candidates, including descriptive information that highlights performance strengths and weaknesses in relation to the TPEs.

A sample score report for a Single Subject candidate in Mathematics is included in the Appendix. The TE score report lists not only scores but also the text of the rubric level descriptor that describes the performance. This descriptive text provides a profile of strengths and weaknesses relative to the Teaching Performance Expectations (TPEs). The TE score report is similar across credential areas.

21.5 Describe the extent to which the program maintains communication and coordination with area induction programs.

The Single Subject coordinator and the Director of Field Placements have considerable interaction with the Ventura County Induction Program leadership. The Director of BTSA is invited to the second student teaching seminar (EDSS 581) to present induction program information to SS credential candidates. This facilitates the transition of CSUCI graduates into initial employment and the induction support program. The Director of Teacher Support from VCOE sponsors the Lead Content Area Trainers attendance at the annual BTSA conference in Sacramento. This close relationship and opportunity to meet together and plan how best to transition CSUCI graduates into initial employment has led to examining the question of how candidates can use the reflection and commentary elements of PACT as the basis for their Individual Induction Plans.

The School of Education will provide summary assessment reports to Induction Program leaders and discuss how these reports can be most effectively used to foster the continued professional development of our credential graduates during the induction period.

21.6 Describe the relationship the teaching performance assessment has to the program's final recommendation for a candidate's Preliminary Credential.

Single Subject credential candidates must pass their PACT TE before they can be recommended for a California teaching credential (as noted in the response to Standard 19.8). In addition, credential candidates must complete the following requirements in order to be recommended for a credential.

1) Complete all required course work and field experiences with a minimum 3.0 GPA, and earn a grade of "Pass" for both student teaching experiences.

2) Earn passing ratings (average of 2 or better) on the evaluations of student teaching

form. Both the cooperating teacher and university supervisor complete this evaluation form.

3) Successfully complete Infant, Child and Adolescent CPR training.

Notification of PACT results and satisfactory completion of these additional requirements will be forwarded by the Single Subject coordinator to CSUCI's SS credential analyst. This credential analyst will be responsible for: (1) preparing a recommendation to award a teaching credential to each candidate who passed their teaching performance assessment, and (2) submitting these recommendations to CCTC.

21.7 Describe the plan to analyze and interpret aggregated results of the assessment. How will this analysis be used to inform program modification.

All PACT consortium members receive a score report that allows institutions to compare local scores to consortium means as well as to compare local scores over time. This data is disaggregated by credential area. In future years, such comprehensive reporting of results will enable the analysis of trends over time.

The sample score report will be supplemented with analyses of fairness. The SS faculty will be presented with the PACT summary report at their first meeting in the fall semester. When data becomes available, the prior-year PACT results will be analyzed for trends that have occurred over previous years; these results will lead SS faculty to make specific recommendations for changes in course syllabi and program organization. Course changes will be implemented by the appropriate faculty and will be monitored by the Program Coordinator.

Recommendations that result in changes to the program organization will be presented to the whole School of Education faculty for feedback, before being submitted to the Director of the School of Education (DES) for final approval. If the changes require reviews by other campus committee (e.g. new course approvals, changes in graduate degree requirements, and/or adjustments in budget allocations) the Program Coordinator and the DSE will prepare the necessary forms and coordinate the submissions to be sent to the appropriate campus committee or administrative office.

21.8 Describe the process that the program will use to organize and maintain comprehensive documentation of assessment procedures, assessor assignments, and longitudinal outcomes data.

The Credential Office staff will maintain student records for all credential candidates for a time period of seven years. Such records are maintained in a secure file system that can be accessed only by authorized staff. Required electronic student records will be maintained on a secure university server. A DVD copy of the classroom teaching episode will be submitted as evidence for the PACT TE and kept in the student's secure file within the Credential Office. Any use of these materials for purposes other than for licensure and program improvement (i.e., research or professional development) will be strictly controlled by the approved CSUCI IRB protocol.

The Director of the School of Education is ultimately responsible for monitoring PACT

implementation procedures. Together with the Lead Content Area Trainers the Director will oversee the training and calibration and fair assignment of scorers, arrange remedial procedures for students who fail PACT, and maintain the security of PACT TE materials as well as individual student assessments. The Director of the School of Education will have overall responsibility for ensuring the security of the PACT materials and the integrity of the assessment process.

TaskStream will be used as a PACT scoring portal. This system will maintain records of qualified scorers, track scores assigned by individual scores, and enable CSUCI to maintain longitudinal data of student scores. TaskStream will also provide an archiving capability for both the individual student PACT TE submissions as well as scores assigned to students.

Qualified scorers will be entered into the secure TaskStream environment to score the PACT teaching events. They will be assigned to review and score a given number of PACT portfolios for which they are trained. For each PACT portfolio, the assigned scores will be displayed only to the Lead Content Area Trainer. Scores for an individual student or for a group of students completing a specific PACT TE will be displayed online and can be exported as a spreadsheet. Both the online system and the spreadsheets will provide longitudinal data or trends showing individual student scores, group scores compiled by content area, cohort year group scores, and by scorer data.