

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
SCHOOL OF EDUCATION**

MULTIPLE SUBJECT PROGRAM REPORT
Prepared Using April 2008 Standards



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Contact Information:

Merilyn Buchanan, Ph.D.
Multiple Subject Program Coordinator
(805) 437-8579
merilyn.buchanan@csuci.edu

Manuel Correia, Ph.D.
Assistant Professor of Education
(805) 437-3292
manuel.correia@csuci.edu

Joan Karp, Ph.D.
Associate Dean and Director
(805) 437-8871
joan.karp@csuci.edu

Kaia Tollefson, Ph.D.
Accreditation Coordinator
(805) 437-3125
kaia.tollefson@csuci.edu

California State University Channel Islands
One University Drive
Camarillo, CA 93012

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Category A
Program Design, Governance, and Qualities

Program Standard 1: Program Design

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

Response

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

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

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

The mission states:

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential

and service learning, and graduates students with multicultural and international perspectives.

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

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

California State University Channel Islands resides in a County and State that are each defined by cultural, ethnic and linguistic diversity. The diversity of student needs is at the forefront of our programs for teacher and administrator preparation. We strive to implement programs that respond to our communities' and students' diverse needs. Throughout the School of Education, 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 Multiple Subject Program is designed to contribute to the education profession by preparing teachers 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

The Multiple Subject 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' work as the facilitation of those dynamic and necessarily learner-centered processes. We do not view teaching as simply a technical act or as the transmission of knowledge. Instead, we offer a view of K-8 classrooms 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 K-8 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 Multiple Subject Credential Program faculty believe that:

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

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

Learning Outcomes and Evaluation

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

- Candidates are prepared to teach K-8 content, in accordance with California's adopted standards and curriculum frameworks.
- Candidates are prepared to teach children with English as first or second language.
- Candidates are prepared for the diversity of languages and cultures in and among children and families.
- Candidates can meet the diverse needs of all students, including those with special needs.
- Candidates are prepared to actively engage children in their learning.

Candidates' attainment of these learning outcomes is evaluated in the multiple ways detailed in our responses in this document and in the Common Standards.

Summary

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

Program Elements for Standard 1: Program Design

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

Based on a comprehensive analysis of various factors influencing public education today, including standards based assessments and curriculums, reduced class size in grades K-3, greater accountability, district needs, and the rich diversity in California, the faculty members at California State University Channel Islands (CSUCI) in consultation with local districts, and members of our community, collectively designed a course of study for the Multiple Subject Credential Program designed as an integrated course of study that reflects and builds upon our mission.

We have designed a course of study that prepares teachers who: are reflective practitioners who believe that all children can learn; are flexible, positive and compassionate, with a willingness to reflect critically; and are ethical decision makers who embrace the cultural and linguistic diversity of our student population. We have designed a program that enables our candidates to experience a variety of teaching situations and become well grounded in the realities of being a teacher. This design is underpinned by a conceptual framework built on evidence from current research and scholarship.

Theoretical and Scholarly Basis of the Program Design

Conceptual Framework for CSUCI’s Teacher Credential Programs

The School of Education has recently adopted an updated conceptual framework that will frame and organize the following content in a way that reflects our current and future practice. Every program is currently working on ensuring cohesiveness and connections to the theoretical and scholarly literature reviewed below.

Introduction

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*. The Multiple Subject program incorporates current theory and practice for teaching and learning in P-8 schools based on this belief. It is 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 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 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.

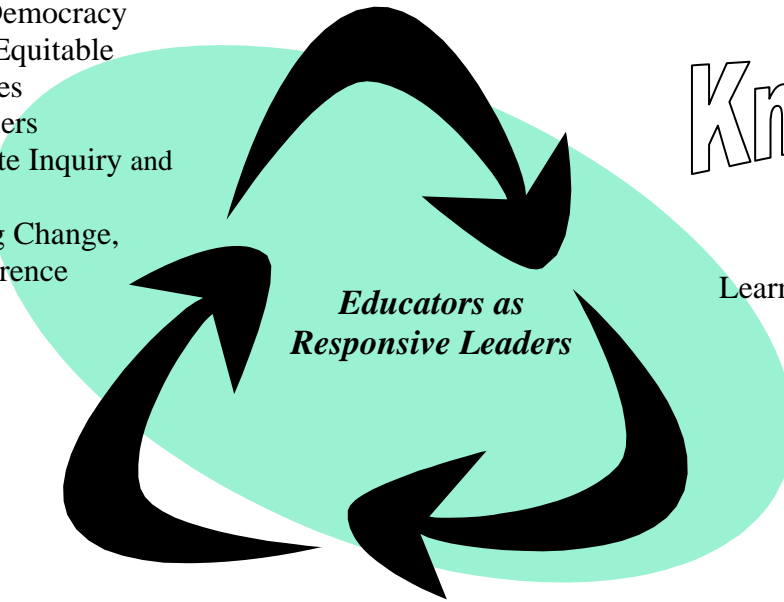
The conceptual framework for the credential and graduate programs of the CSUCI School of Education is depicted by the following graphic:

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

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 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 Learners (ELs) 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.

Program Design and Sequence

Entry Requirements

Foundation / Entry Level Skills:

- Successful Completion of Bachelor's Degree
- CBEST passage
- CSET – passage of all relevant sections
- U.S. Constitution
- Grade Point Average
- Letters of Recommendation
- Writing Sample
- BCLAD Candidates: Test 6 (Language of Emphasis)
- Fingerprint Clearance
- Health Clearance for Tuberculosis
- 45 hours of documented field experience

Pre-requisites

Before entering the program, candidates are required to complete the following pre-requisites or provide evidence that a similar sequence of study has been completed at another institution. (Refer to Appendix B for pre-requisite course syllabi.)

ENGL 475 – Language and Social Context. Focus is on the nature of literacy, with emphasis on literacy development for English Only (EO) and English Learners (ELs), 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 ELs, the role of primary language literacy in the development of English language among ELs, and the impact of disabilities on oral and written English language development. ENGL 475 is part of the Subject Matter Preparation Program.

SPED 345- Individuals with Disabilities in Society. Major types of disabilities and giftedness, including: definitions, causes, characteristics, and educational implications. Disability perspectives, social, legal, and educational considerations of disability issue SPED 345 is part of the Subject Matter Preparation Program.

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

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

EDUC 520/521 - Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms. Preparation for promoting a developmentally appropriate, culturally relevant, and positive learning environment. Introduction to concepts, principles, theories, and research related to the elementary classroom, including establishing an environment for learning, working with families, organizing and managing instruction, creating a classroom management plan that focuses on proactive and positive ways of preventing misbehaviors and responding appropriately when they occur. Candidates develop the skills of observing and documenting students’ behaviors to inform assessments and evaluations.

For BCLAD: EDUC 445- Chicano Child and Adolescent. Examines the sociocultural experiences and historical political realities pertinent to the daily lives of Chicano, Mexican origin, and/or Latino children and/or adolescents. Focus is on historical periods, events, and policies affecting youth populations, its demography, migration and immigration patterns. Consideration of contemporary issues and effective educational and cultural practices will be used as a resource for teacher knowledge and pertinent classroom projects. Field study requirement involves working in a child-centered setting or related service project.

The Program

The Multiple Subject Credential Program is designed and sequenced to offer candidates the foundational information they need to be successful in the classroom and the advanced knowledge they will need in order to be successful educators. The program is designed as 36 sequenced units. Candidates begin by completing the first course, EDUC 520/521, as a pre-requisite in the preceding semester. This course includes a required fieldwork component to ensure that students will have first-hand knowledge and experiences to support their course of study. For full time cohorts of candidates, the first semester consists of 20 units over 16 weeks. The first 8 weeks are spent in intensive coursework, with one full day each week spent in an elementary classroom; it is this classroom in which the student teacher will be placed full-time for the second eight weeks of the semester for a full-time supervised teaching experience (EDMS 565). Candidates take increasing responsibility for a classroom leading to a minimum of one continuous full week of takeover by the end of the first semester.

The second semester consists of 16 units and follows the same pattern, building on the experiences of the first semester to allow candidates to student teach for 8 weeks and advance their ability to successfully take responsibility for a classroom for a minimum of two full weeks by the end of the semester (EDMS 575). Two of the courses, EDMS 522 and EDMS 523 respectively, are essentially one year-long course allowing for continuity, ongoing periodic

assessment, and a structure for integrating theory and practice in literacy. During both semesters, candidates enroll in a student teaching seminar (EDMS 566 in semester one and EDMS 576 in semester two). Seminar meetings allow time for candidates to engage in dialogue, discussion, and reflection with fellow cohort members and faculty instructors. Since teaching performance assessment tasks were incorporated into the Multiple Subject Program, seminar instructors have shared with methods course instructors the responsibility for the introduction, implementation and completion of the teaching performance assessment. (At CSUCI we have selected the Performance Assessment for California Teachers, PACT, to satisfy this requirement.)

Candidates pursuing a Multiple Subject BCLAD credential are required to complete the Multiple Subject program of courses described above. They also complete seven more units of study, taking an additional prerequisite course (EDUC 445 Chicano Child and Adolescent) and two additional methods courses (EDML 563 and EDML 564, Primary Language, Pedagogy, and Literacy 1 and 2). Multiple Subject BCLAD candidates are required to student teach under the guidance of a teacher with a BCLAD credential in a bilingual classroom (Appendix J).

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

Full-Time Multiple Subject Credential Program (36 units)

***Full-Time Multiple Subject BCLAD Credential Program (40 units)**

1st Semester	18-20 Units
EDMS 522 Literacy 1 Multicultural/Multilingual (Field Experience Observation in the Classroom)	4
EDMS 526 Modern Methods in Mathematics Teaching (Field Experience Observation in the Classroom)	4
EDMS 527 History, Social Studies and Integrated Arts (Field Experience Observation in the Classroom)	4
EDMS 565 Initial Fieldwork/Student Teaching	7
EDMS 566 Initial Student Teaching Seminar	1
*EDML 563 Primary Language, Pedagogy, and Literacy	2
2nd Semester	16-18 Units
EDMS 523 Literacy 2 Multicultural/Multilingual (Field Experience Observation in the Classroom)	

EDMS 529 Science, Health and PE (Field Experience Observation in the Classroom)	4
EDMS 575 Advanced Fieldwork/Student Teaching	7
EDMS 576 Advanced Student Teaching Seminar	2
*EDML 564 Primary Language, Pedagogy, and Literacy	2

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

The program shows a developmental sequence of prerequisite courses in the foundations of schooling and learning theory (EDUC 510 and EDUC 512), both of which incorporate a multicultural/multilingual perspective. These are taken concurrently with or are followed by a course in Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms (EDUC 520). This course includes a required fieldwork component (EDUC 521) to ensure that candidates will have first-hand knowledge and experiences to support their course of study.

Likewise, the Multiple Subject Teaching Credential program shows a developmental sequence of courses where multiculturalism, multilingualism and inclusion serve as the foundation for studies in Literacy, with an emphasis on the teaching of reading, mathematics methods, history/social studies and the integrated arts, using standards based curriculum and supported by multiple assessment strategies. These courses are linked to the candidates' fieldwork and student teaching assignment.

The second semester is a continuation of the Literacy Multicultural/Multilingual course with a particular emphasis on differentiated instruction, second language literacy and a diverse student population. The literacy course continues to ensure that candidates have guidance in teaching reading and writing to children from English Only and English Learner backgrounds. Rather than designing a separate course for bilingual methods, these competencies are addressed in the Literacy courses and across the core curricular offerings. Studies in Science, Health and Physical Education further expand candidates' teaching repertoire. Literacy and Science, Health and Physical Education are tied also to the candidates' fieldwork and student teaching assignment. Our faculty members are committed to designing highly interactive, experiential courses that are cooperative in nature and allow students to have many hands on experiences while working in the field.

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

Adult Learning Theory

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

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

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

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

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

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

Adults need to participate in small-group activities during the learning to move them beyond understanding to application, analysis, synthesis, and evaluation. Small-group activities provide an opportunity to share, reflect, and generalize their learning experiences;

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

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

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

Technological developments have also affected adult learning research and theory building. In adult education, technology is emerging as both a delivery system and a content area. Cahoon

(1998), Davis and Denning (1998), and Graebner (1998) describe how technology is changing the delivery of adult learning. We have utilized both as a content area (infusion of technology across all of our programs and 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, 1996), and explorations of the connection between adult learning and social change (Connolly et al, 1996). A constructivist perspective of adult learning is represented in work on situated cognition (Hansman and Wilson, 1998) and experiential learning (Avis 1995; Johnston and Usher, 1997).

Principles of Teacher Development

The development of teachers incorporates a variety of the underlying program features. First, candidates are prepared to facilitate learning. A facilitator of learning is more than a learned person (Barth, 1990, 1997; Darling-Hammond, 1998; Dewey, 1916). According to Danielson (1996) and Cruickshank (1985) the art of facilitating lies at the core of mastering the varied complexities of teaching. During the pre-service 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.

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.

The Multiple Subject program, as designed, offers candidates many opportunities to learn how to be successful teachers in the public school system. Coursework and fieldwork reflect principles of teachers' development and adult learning theory.

The CSUCI School of Education is building programs and curricula for preparing educators 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.

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.

Prior to admittance to the credential program, the pre-requisite courses and 45 hours of documented field experience ensure that the candidates have had experience in schools and a fundamental understanding of the social, cultural, historical and current educational process as well as an appreciation for the diversity of the student body and how to deal successfully within the context of current school environments. These early experiences are built upon by the fieldwork placements which prepare each student to develop as a professional educator and for the reality of public education in California schools. Candidates begin by observing children's learning and teachers' instruction and then progress through the systematic teaching of single lessons, small group and large group instruction in each subject area. The experience culminates with candidates taking over all of the teacher's responsibilities for the entire day for a minimum of five (EDMS 565) and then ten (EDMS 575) consecutive days. During these directed teaching experiences when candidates interact with both a cooperating teacher and a university supervisor, the theoretical/practical connection is made for the candidates by the coaching and support they receive as they complete their course of study.

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

Coursework and fieldwork are interrelated to help candidates gain a clear understanding of the realities of public education. In the design of the program, candidates are placed at their directed teaching sites at the beginning of each semester. Therefore, during the first 8 weeks of intensive coursework, candidates are in their student teaching placement classrooms for fieldwork for one full day each week, thus providing them an opportunity to experience the opening or closing of the school year, observe classroom practice, conduct assessments, and try teaching lessons with the support of a faculty member. Additionally, in the final eight weeks (weeks 9-16) when candidates are engaged in student teaching, they receive support from their faculty supervisor in order to further process information and make sense of their experiences. Also, during full time student teaching weeks candidates continue to attend seminars.

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

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

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

For BCLAD candidates, an additional teaching methods course is taken in the first semester: EDML 563 Primary Language, Pedagogy, and Literacy 1. These candidates student teach in a bilingual classroom under the guidance of a BCLAD-certified cooperating teacher for at least one of their two semesters of field experience.

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

In their first semester, part-time candidates typically select EDMS 522 and 526, the two methods courses taught in the evening over the traditional 16 week semester. For each methods course in which they are enrolled, a half-day field placement is a co-requisite (EDMS 562). Most part-time candidates are participant observers in an assigned classroom for one full day each week for the full semester. This provides part-time candidates with a similar experience to full-time candidates: awareness of the job demands in a diverse classroom setting and a venue to complete field-based course assignments.

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

Likewise, full-time candidates complete a series of interrelated courses and student teaching field placements that form a cohesive set of learning experiences that provide multiple opportunities for candidates to gain a clear understanding of the realities of California public school settings. The course sequence that occurs during the second semester is the following:

- EDMS 523 Literacy 2 Multicultural/Multilingual
- EDMS 529 Science, Health and P.E
- EDMS 575 Fieldwork / Advanced Student Teaching
- EDMS 576 Advanced Student Teaching Seminar

For BCLAD candidates, an additional teaching methods course is taken in the second semester: EDML 564 Primary Language, Pedagogy, and Literacy 2. Again, these candidates student teach in a bilingual classroom under the guidance of a BCLAD-certified cooperating teacher for at least one of their two semesters of field experience.

As previously noted, student teachers are involved in a variety of initial/early tasks, including, working 1:1 with students, assisting students with reading, small group activities, assisting the cooperating teacher during art activities, recess, reading, math, science and other activities that occur daily. During the given semester (Semester 1 or 2) the candidate focuses on teaching subject/content areas studied in their methods courses. During the formal, full-time student teaching assignment in weeks 9-16, as well taking a lead in designing and implementing curricula, the candidate assumes increasing responsibility for the daily management and conduct of the classroom which may include: management, discipline, and other daily class activities (e.g., recess and lunch supervision, physical education, calendar, weather, parent communication and announcements). Part-time candidates consult with the Multiple Subject Program Coordinator to plan an individualized course of study. EDMS 562, the one day a week co-requisite field placement, can be repeated multiple times according to the candidates study plan. These multiple experiences in different classrooms and schools provide rich opportunities for part-time candidates to develop a clear understanding of the realities of public schooling in California.

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

Each methods course within the Multiple Subjects program requires students to become acquainted with the California State Content Standards for that discipline area. Candidates are expected to write lesson plans using the standards and to conduct assessments and design interventions based on the standards. (See Appendix C, Lesson Plan Format and Appendix B, Course Syllabi.)

Candidates Demonstrate Understanding of the State Content Standards

Candidates learn about the State Content Standards in each of their methods courses: EDMS 522 and 523, Literacy 1 & 2; EDMS 526, Modern Methods in Mathematics Teaching; EDMS 527, History, Social Studies and the Integrated Arts; and EDMS 529, Science, Health and PE. Each course includes the state content standards in its required readings. Faculty engage candidates in ongoing discussions surrounding given state content standards that furthers the candidates' familiarity and understanding. Assignments and related activities for each course (noted above) include consideration of the state content standards. Mathematics, History, Social Studies and Science, Health and PE methods course each require candidates to plan a standards-based five lesson teaching unit, to be implemented during the student teaching assignment. These teaching units are evaluated using the PACT Planning for Instruction and Assessment (Task 2) rubrics. Candidates further demonstrate understanding of the state content standards during their supervised fieldwork/student teaching experience. Cooperating teachers are expert in the state content standards, e.g., understanding, inclusion in teaching and instructional planning and in assessment. Cooperating teachers, in collaboration with the university supervisor, facilitate the candidate's understanding of the state content standards. Additionally, the PACT Teaching Event, completed during the Advanced Student Teaching placement, calls for candidates to

demonstrate understanding of California Content Standards in planning and delivering effective standards-based instruction and assessing students progress toward grade level standards.

Candidates Demonstrate the Ability to Teach the State Content Standards

All candidates are required to demonstrate the ability to teach the state content standards. Each course teaches the respective content standards and connects them to assignments, readings, lectures, discussions and other activities. As stated earlier, the respective methods courses merge theory and practice, including appropriate teaching methodologies and instructional strategies. These are directly connected to the supervised fieldwork/student teaching experience, where candidates have relevant experiences to demonstrate their ability to teach the state content standards. Under the guidance of the cooperating teacher and university supervisor, candidates have appropriate and varied opportunities to practice the teaching of the state content standards in-class, with the students. Additionally, the Instruction task (3) of the PACT TPA requires candidates to provide a video-taped episode of their teaching and a written analysis of their performance. This demonstration and commentary by each candidate is scored as part of the main PACT Teaching Event. In preparation for this event, during the Initial Student Teaching seminar candidates are required to bring taped episodes of their instructional performance to class to be shared and discussed in small group settings.

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

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

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

Examples of means of assessment:

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

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

Candidates complete a series of focused observations together with a reflective analysis. For example, students may be asked to reflect on how they teach curriculum within the framework of the state content standards.

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

Additionally, PACT TPA requires candidates to create an Assessment Plan for the standards-based instructional unit they plan and teach (Task 2). PACT Task 4, Assessment, calls for candidates to implement an assessment activity from the Assessment Plan, present the results and provide a written analysis of the data in respect of the whole class, as well as sub-groups and targeted individuals. This commentary by each candidate is scored as part of the main PACT Teaching Event. In preparation for this event, during the Initial Student Teaching seminar (EDMS 566) candidates are required to design, implement and analyze a mathematics assessment task in their assigned student teaching placement. Candidates bring the results to class to be shared and discussed in small group settings and next steps in instruction are planned.

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

Faculty have identified the TPEs that are primarily and secondarily covered in each course of study. Students have multiple opportunities to demonstrate successful performance of the TPEs. (See Appendix A, Alignment Matrix). Some TPEs are addressed in clusters and proficiency demonstrated through completion of the PACT ESA tasks embedded in methods courses and in the PACT Elementary Mathematics Teaching Event (TE) completed in the student teaching seminars. The relationship of the TPEs to the scored tasks of the TE and the specific guiding questions that focus the twelve scoring rubrics can be seen in the matrix found in Appendix G.

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.

As described above in some detail, and in the response to Standard 19, practice and completion of the components of the PACT TPA (the main TE in Elementary Mathematics and ESAs in the other three core content areas) has been embedded throughout the sequence of methods courses, and in the student teaching assignments and seminars (see table below). Elements of the PACT TPA tasks are practiced as candidates complete assignments that are aligned to various TPEs. Beginning in prerequisite courses, candidates are specifically coached in the development of reflective habits of mind and instructional practices that the PACT is designed to measure. As candidates move through the program, they systematically practice tasks that are components of PACT activities. Repetition and practice are built into the program, affording all candidates multiple opportunities to develop the essential skills required of beginning teachers (e.g.,

reflection, planning, assessment, instruction, and developing academic language).

Successful completion of TPE supported assignments is required for a candidate to continue in the program. Details of the assignments are noted in the course syllabi (EDMS 522, 526, 527, 529 and EDMS 566 and 576 found in Appendix B). Successful completion of the PACT TPA Elementary Mathematics Teaching Event is required for a candidate to complete EDMS 576 (Advanced Student Teaching seminar) and subsequently recommended to the Commission for a preliminary credential.

Course	Content area	PACT TPA	Tasks Practiced / Completed
EDMS 522	Literacy 1	Task 1	Context for Learning
EDMS 526	Mathematics Methods	Task 2	Planning for Instruction
EDMS 527	History, Social Studies and Integrated Arts	Task 2 <i>ESA</i>	Planning for Instruction and Assessment
EDMS 565	Initial Student Teaching	Task 3 Task 5	Instruction Reflection
EDMS 566	Initial Student Teaching Seminar	Task 2 Task 3 Task 4	Planning for Instruction and Assessment Instruction Assessment – data analysis and reporting
EDMS 523	Literacy 2	Task 4 <i>ESA</i> Task 6	Assessment Developing Academic Language
EDMS 529	Science, Health and P.E.	Task 2 <i>ESA</i>	Planning for Instruction and Assessment
EDMS 575	Advanced Student Teaching	Tasks 1-6	Completion of Elementary Mathematics PACT Teaching Event
EDMS 576	Advanced Student Teaching Seminar		Support for PACT completion and submission

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

Each candidate is expected to successfully complete all TPE and TPA related assignments as a condition for recommendation for the preliminary teaching credential. Candidates are made aware of the expectations for their performance during the pre-requisite course EDUC 520, at a program orientation meeting once accepted into the Multiple Subject Credential program, again during seminar sessions in EDMS 566 and EDMS 576, and at the initial meeting that takes place with both their assigned CSUCI supervisor and the cooperating teacher during the classroom observation phase of both EDMS 565 and EDMS 575.

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

Candidates utilize TaskStream, an electronic portfolio, to organize and present evidence

documenting their growth and development as teacher credential candidates and their competencies as measured by the PACT TPA tasks. This platform permits the scorers responses to the PACT Teaching Event and the ESAs tasks.

As well as the TPA results determining that a candidate has a level of proficiency deemed necessary for recommendation for a preliminary Multiple Subject Teaching Credential, both the university supervisor and the cooperating teacher make recommendations of the candidate for a preliminary teaching credential based on their classroom performance. If it is deemed necessary to have further recommendations, a second supervisor and then the Director of Field Placements will be asked to evaluate the candidate's performance. The final evaluator will be either the Program Coordinator of CSUCI's Multiple Subject Teacher Credential Program or the Director of the School of Education.

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Program Standard 2: Collaboration in Governing the Program

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

Response

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

California State University Channel Islands has had the unique opportunity to merge our Multiple Subject teacher preparation program with direct applications to the University Charter Schools, University Preparation School (UPS), with a P-5 enrollment, and its continuation 6-8th grade school, University Charter Middle School (UCMS). Both schools have a dual language program as a central instructional element and work in conjunction with CSUCI as our professional school partners. Since AY 2001-2002, CSU Channel Islands faculty have coordinated efforts with UPS/UCMS, including planning for curriculum, designing effective organizational structures, as well as placing students for observation and teaching. When the budget permitted, we were able to offer most Multiple Subject courses the UPS/UCMS campus. Students were able to observe first-hand teaching strategies, thus, merging the theory of teaching and learning, and subject matter teaching to hands-on practice. At this time, classes are all held on the university campus however instructors continue to make class visits to the school to observe teachers at work, discuss curriculum planning and implementation and for the purpose of candidates being able to assess student learning. A valuable relationship exists with the faculty at UPS/UCMS, the majority of whom are on loan from several school districts in the County. The master teachers at UPS/UCMS have been partners in creating, reviewing and revising policies,

procedures and documents that relate to the field experiences of student teachers and have suggested additions and modifications to strengthen course assignments as well as to improve practicum Evaluation instruments.

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

These formal collaborative efforts have been uniquely shaped with the needs of the Ventura County and Southern Santa Barbara school districts in mind and have helped us to establish ongoing relationships with area districts. Through these collaborative structures, we have been able to address needs in the area, including teacher qualities for graduates of our program, and issues associated with the learning needs of a diverse student population. We have been able to address assessment and achievement concerns within area districts, and have developed strong linkages with our dual language, professional development charter school – University Preparation School/University Charter Middle School. We have formed strong connections with the various school districts to whom we send teacher candidates for fieldwork and student teaching. Additionally, we have selected highly qualified area educators to teach in our subject matter and teacher preparation programs. These relationships serve as the foundation of our highly effective collaborative program model.

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

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

The Advisory Committee meets each semester to facilitate a dialogue of issues that are of concern to the School of Education and/or the educational community, and to work on solutions. The structure allows for the university to seek input into program design and implementation, candidate needs, student-teaching placement issues, new mandated requirements that impact the

collaboration of the university and schools, assist with program implementation and revision, and any other identified issues and concerns.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members' intellectual knowledge, professional expertise and practical skills.

Through our area P-12 educators who are also part of the School of Education faculty, we have established structures for ideas to be exchanged and joint resolutions to be reached. The regular School of Education meetings, which our area colleagues who teach with us are invited to attend and in which they are actively involved, have become a mechanism for all parties concerned to come together and discuss ways that programs can be developed and monitored to further enhance the quality of teachers in the area. The minutes for the meetings show the inclusion and negotiation between parties as decisions and policies are made and other issues are openly discussed and resolved.

The Multiple Subject Credential Program employs several recognized area educators both as full-time lecturers and part-time instructors who are also full-time area educators. This keeps the program connected to current policy and practices in the county and district, facilitates a healthy exchange of ideas around a wide variety of issues of mutual interest and importance that fosters mutual respect and understanding of each other's needs.

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

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

We have developed a feedback survey for university supervisors, school leaders and cooperating teachers as a structure for collecting feedback and working with the respective districts to make any changes deemed necessary. The School of Education faculty and administrators work with the Ventura County Office of Education and the School of Education Advisory Committee to solicit and examine feedback and make appropriate changes necessary to ensure that we are meeting the needs of schools throughout our service area. Finally, results from the CSU System-wide Evaluation of Teacher Preparation are used to identify areas in which improvements are needed. The SOE Advisory Committee, which includes representatives from several area school districts, is instrumental in providing advice regarding the implementation of program improvements.

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.

The Liberal Studies program is housed with the School of Education, created in Fall 2007. This facilitates a continuation of the dialogue across programs, ongoing and open communication, and collaborative policy and planning. Members of the Education faculty serve on the Liberal Studies Planning and Policy Committee. The Director for Liberal Studies, a member of the School of Education faculty, serves to coordinate curriculum for the program. The Liberal Studies program was co-developed and co-designed to ensure courses are supportive of the teaching credential program and that allow Candidates to be well prepared for teaching content in a variety of ways and in a variety of settings. Additionally, Education faculty teach in the Liberal Studies Program area. Similarly, the Accelerated (or Blended) Program, that prepares students for a Liberal Studies degree concurrent with preparation for a credential was developed by Multiple Subject faculty in full collaboration with Liberal Studies faculty to ensure articulation of content and requirements across the programs.

We have worked also to establish a dialogue and an alignment with our area Community Colleges to better serve transfer students entering the Liberal Studies Program. We work cooperatively with our feeder schools to ensure that transferable units support the knowledge and preparation our prospective candidates require. We have developed an ongoing relationship to ensure a seamless transition for our students as they continue their education and pursue a teaching credential.

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

A number of intensive partnerships are cultivated by faculty in our School of Education for the purpose of ensuring that candidates' experiences in the field, from prerequisite course experiences through the final semester of student teaching, are designed to scaffold their access to area resources, school districts, and professional organizations. Our most comprehensive partnership is with the Ventura County Office of Education, in which we collaboratively participate with human resource directors, SELPA, BTSA, and the Advisory Board for Higher Education. School of Education faculty and VCOE personnel work together to provide Multiple Subject candidates a smooth transition into the profession.

We work closely with the Ventura County Office of Education (VCOE) to provide an intern

program that supports candidates and the employing districts. While demand for Multiple Subject interns does not currently exist, the program has operated as a collaborative model involving the Director of Field Placements, the Director of the School of Education and members of the faculty who together work with the VCOE to offer support for candidates as well as work with districts to determine needs, assist in the interview process, and act as one more support agency for candidates who are in the field.

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

Since the inception of the University, CSUCI has worked hard to establish a collaborative relationship with the surrounding school districts. Integral to the establishment of such relationships, is the establishment of a close alliance with VCOE, which holds responsibility for coordination of the BTSA program and is responsible for the Teacher Induction Program. CSUCI has the opportunity to serve on the advisory committee that is coordinated by the County Office BTSA Program. Members of the advisory committee include county office administration and faculty from the surrounding post-secondary institutions. We have taken the opportunity to work collaboratively and to participate in the discussions with the BTSA program.

We work in tandem with the area BTSA administrators and providers to ensure a smooth transition between the preliminary credential and the induction program. In the Advanced Student Teaching seminar, candidates visit the County Office to meet with the Director of BTSA who explains the program to candidates, how it articulates with the teacher preparation program content and focus on TPEs, and the support system it offers to beginning teacher.

Program faculty and the Director of Field Placement accompany County BTSA administrators and staff to the California BTSA and Intern Directors Statewide Conference. Together, we are working diligently to provide a seamless system that will assist candidates' work toward completion of their preliminary and clear credentials as well as continued professional growth and development.

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

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

An examination of the Standards matrix (see Appendix A) shows that each of the courses contribute to Standard 3 as each includes general and discipline specific theories of exemplary practice and theoretical orientations. All courses introduce candidates to an array of opportunities to explore and apply these theories and to apply them during fieldwork and student teaching. Each course requires candidates to become involved in the examination of instruction in various settings. For example, candidates are guided in their observations to examine various teacher/student and student/student interactions, teaching, curriculum, and learning environments, along with models of effective instruction, management and assessment. Additionally, candidates are given specific assignments to observe and conduct instructional activities and assessment with English Learners. Finally, students are asked to observe and critique activities that focus on equity issues, with special attention to differentiated instruction.

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

In all of the prerequisite and credential courses, a tenure line faculty member serves as the course designer. All instructors for a given course are responsible for ensuring that course outcomes,

content, textbook adoption, and signature assignments are parallel, across sections. They are responsible for ensuring that the chosen readings for the classroom are current and reflective of cutting edge theory and practice. The selected readings chosen are foundational in theoretical examination of the work in that particular field. Additionally, the readings assigned are related to professional practices in schools and classrooms through written and observational assignments, thus allowing candidates to put into practice what they are reading for the coursework.

Further, our program is designed to show candidates the relationship between theory and practice by having candidates out in the field one day a week while they are taking classes (see Appendix D). Thus, candidates have the opportunity to see these theories in action and gain feedback and perspective from the university supervisor and the course instructor. In each class, as evidenced by the syllabi (see Appendix B), there are assignments attached to the readings.

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

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

Research-based theories and principles of human learning and development are covered in both prerequisite and program courses. In EDUC 510, Learning Theory and Development Applied in Multicultural Contexts, students are provided with a broad survey of developmental theories and research relevant to school-aged learners. This content specifically targets the developmental processes, classroom interactions, and school-based relationships that most shape a child'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 student behavior. At the core of this content are investigations into identity, peer networks, resistance, and culturally responsive modes of classroom management. In EDMS methods coursework, candidates explore human learning and how curriculum, unit and lesson planning, and K-12 State Academic Content Standards connect to facilitate effective teaching and learning dynamics. As candidates develop reflective practices, they explore the ways in which theories and principles of human learning and development impact school policies and practices and the students they teach.

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

attitudes and achievement. While student teaching, candidates are required to make daily reflections that call for examining classroom and school events and decisions in light of research-based theory. After being observed teaching a lesson and meeting with their university supervisor, candidates submit a reflection as part of their evaluation requirements.

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

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

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

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

Courses are designed to help candidates become more reflective practitioners as they work diligently to apply the theories they are learning in the courses to their field experience. Each candidate is expected to write lesson plans for both pre-requisite (EDUC 510) and methods courses (EDMS 526, 527 and 529) that reflect best practices with attention to explaining and illustrating a variety of teaching models. The lesson plan format concludes with a reflection section wherein, once the lesson is taught, candidates analyze the strengths of the lesson and contemplate changes that might have strengthened it. A reflection on a lesson is sent to the university supervisor prior to the next formally observed lesson and this acts as a basis for further discussion of appropriate instructional methods. As candidates move through student teaching, they are expected progressively to make decisions in consultation with the cooperating teacher. Then, when s/he takes over the classroom, the candidate makes individual decisions based on his/her understandings of current research and theory, and how they apply to the process of facilitating the achievement of content standards for *all* learners.

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).

Candidates naturally experience a variety of different teaching methods across instructors. 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, different models of teaching are explicitly taught and modeled in prerequisite and program courses. For example, in EDUC 510 (Learning Theory and Development in Applied and Multicultural Contexts), the instructor presents a specific theory while using the teaching methods that follow from the application of that theory. Students must then select a theory and teach a lesson, using that theory as their guiding framework for their instructional decisions. In program methods courses, content-specific pedagogical practices are modeled, and candidates have opportunities to prepare and implement lessons that allow them to practice applying those methods. The candidates teach these lessons during their field experience. The university supervisor and cooperating teacher coach the candidates toward successful selection and application of specific instructional strategies best suited to the context of the classroom and students' learning needs.

Program Standard 4: Pedagogical Thought and Reflective Practice

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

Response

Multiple Subject Credential Candidates are introduced to pedagogical thought, reflective practice, and the planning, managing and delivery of instruction during the pre-requisite stage of the program. Thereafter, as they progress in the program, candidates are expected to show growth and development in their ability to reflect on, practice, and engage in these discussions. Furthermore, it is an important consideration that all of the courses reflect the principles that guide pedagogically sound instruction and design of curriculum for all students. Thus, candidates study an array of education issues, such as historical, legal, social, political, cultural, and economic in a variety of settings, including Multicultural/Multilingual and Special Needs. Candidates study and observe in a variety of classrooms which call for a range of instructional practices and approaches, including flexible groups, cooperative learning, and thematic instruction.

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

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

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

In EDUC 510, EDMS 522, EDMS 523, EDMS 526, EDMS 527, and EDMS 529, candidates are

introduced to and practice a variety of teaching strategies. They design learning objectives, write detailed lesson plans, and design student assessments that are aligned with state-adopted content standards. As part of unit and lesson plan design, candidates learn to select and use materials, plan presentations, design activities, and monitor student learning. Candidates reflect each time they teach, analyzing areas where their lessons were and were not successful, to inform and shape future instruction.

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

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

Throughout the credential coursework, candidates are expected to read, discuss, analyze and critique the social, cultural, historical, political, philosophical and psychological aspects of curriculum and instruction. Further, candidates are exposed to a variety of relevant issues pertaining to topics such as recent legislative action, policy decisions, approaches to grouping, grading, tracking, discipline and current practice and policy impacting students from a diversity of backgrounds. Candidates for the Multiple Subject Credential at CSUCI are expected to be well versed in the current issues in education in all curricular areas, especially as they pertain to best practice, current research and implications for teaching.

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

Beginning in the prerequisite courses, and continuing into the credential courses, candidates are required to look at their pedagogical practice. In the prerequisite course EDUC 512, Equity, Diversity and Foundations of Schooling, candidates look introspectively at their own experiences as cultural, social individuals. In this course, candidates are required to write a personal biography, where they begin to explore and talk about their personal experiences in and out of schools as learners and cultural beings. This helps candidates begin to consider how their experiences may influence who they are today, as future teachers. Candidates are guided as they begin to develop an understanding of how they will develop as teachers.

Continuing into the credential program, candidates are challenged to continually reflect on their

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

As reflected in the culminating PACT TPA task 5 (Reflecting on Teaching and Learning), there is an expectation of on-going daily reflection as candidates contemplate their own decisions, actions and reactions and begin to recognize areas for their own continued growth and development.

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

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

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

Cooperating teachers regularly engage candidates in reflective activities, via discussion and the viewing of video of the student teaching performance. In preparation for PACT Task 3 (Instructing Students & Supporting Learning), in the Initial Seminar (EDMS 566) candidates analyze and discuss benchmark video of instructional episodes and each others' video-taped

teaching. These small group activities require candidates to prepare a reflection on and rationale for their instructional decisions based on stated learning goals and the student needs they attempt to address.

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

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

The cohort model adopted by the Multiple Subject Program fosters a sense of community with activities, which include: sharing and exchanging ideas; responding to multiple sources of information; studying state curricular frameworks, content standards; policy and legislation that impacts curriculum and instruction. The faculty is committed to promote, within each candidate, the ability to work collaboratively with colleagues on best practice and alternatives for meeting student needs. All classes stress equal access to core curriculum content, differentiated instruction, Specially Designed Academic Instruction in English (SDAIE) strategies, and scaffolding, thus enabling candidates to build a rich foundation as they make pedagogical decisions on behalf of the diverse students in their classes. Our commitment to educating a diverse student population is evident in the consistency with which students are required to design lessons that are equitable, accessible, and reflective of sound pedagogy.

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

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

Response

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

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

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

Throughout the credential courses, faculty members continually examine course content to

ensure that candidates explore relevant problems, questions and methodologies from a variety of theoretical and practical points of view. Fieldwork and student teaching assignments which accompany courses include observation and participation in diverse school settings that are pluralistic. Candidates receive information, from both their prerequisite and core courses and through practical experiences during supervised fieldwork/student teaching, on issues pertaining to the needs of diverse students, including how to address the specific needs of EL's and exceptional/special education students. As candidates gain the skills and knowledge necessary for effective teaching, they are expected to also become proficient in working with students from a multitude of linguistic, ethnic, and socio-economic backgrounds. (See Appendix B)

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

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

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

These foundational and pedagogical considerations are practiced throughout the time spent in supervised fieldwork/student teaching experiences with ongoing guidance, supervision, and instruction provided at the school site by both the cooperating teacher and the university supervisor. For example, at least one of the candidate's field placements is in a classroom that is diverse (e.g., linguistic, cultural, special needs) in its population. The candidate is given opportunities to provide instruction to students from the diverse backgrounds represented. Candidates are required to assess student learning, plan lessons, develop instructional delivery with the appropriate scaffolds and modifications in place to make the content comprehensible

and accessible for each learner. (Please refer to Appendix C for the CSUCI Lesson Plan which includes modifications for EL's and other related requirements/activities required for successful completion of this experience).

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

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

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

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

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

Beginning in the foundational course, EDUC 512 Equity, Diversity and Foundations of Schooling, and across the content courses, candidates are expected to address issues of and approaches to working closely with families and the particular challenges that are pertinent to various areas (i.e. language, cultural issues). All faculty 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 have the opportunity to observe, first hand,

daily interactions with families and community. Cooperating teachers and university supervisors support this standard in the classroom and school community context. It is the expectation of the program that all candidates become proficient in developing parental involvement components that are valuable, valid, and respectful of families.

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

A cornerstone of our program is the equal access design for lesson plans (first introduced in EDUC 510) which teaches candidates how to recognize differences and how to ensure that lessons are planned and designed taking into account the varied needs of students. Candidates receive instruction in differentiating instruction, making necessary and appropriate modifications and ensuring that all students have equal access to the content core curricula. The Multiple Subject credential courses offer candidates opportunities to work with lesson design and delivery of instruction that stresses equal access, differentiated instruction, SDAIE, scaffolding, and other strategies that aim at increasing the likelihood that all students, regardless of background, language or special needs have opportunities for success.

The following are examples of how prerequisite and methods course assignments that explicitly provide candidates with the knowledge necessary to recognize students' specific learning needs, appropriate placement and access to needed resources as well as appropriate opportunities to engage in extracurricular activities.

SPED 345 – Individuals with Disability in Society

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

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

ENGL 475 – Language and Social Context

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

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

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

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

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

EDUC 512 – Equity, Diversity and Foundations of Schooling

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

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

EDMS 522 – Literacy 1 Multicultural/Multilingual

Assignments: Reading Case Studies of two students (one for ELL student, one for English as a primary language student who presents other challenges in learning to read); RICA portfolio; Lesson Project that includes adaptations necessary for students with special needs and English Learners. Write a comprehensive Context for Learning commentary as practice for PACT TPA, Task 1.

Readings/Topics: See the course syllabus for more details.

EDMS 526 – Modern Methods in Mathematics Teaching

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

EDMS 527 – History, Social Studies and Integrated Arts

Assignments: Interdisciplinary Unit with lesson plans that include adaptations necessary for students with special needs and English Learners; Written reflections and history-based writing assignments that address diversity, inclusion, and access to education (ESA PACT Task 2).

EDMS 523 – Literacy 2 Multicultural/Multilingual

Assignments: Writing Case Studies of two students (one for EL student, one for English as a primary language student who presents other challenges in learning to write); Writing Strategy Lesson Plan with adaptations for students with special needs and English Learners. Design and implement a writing assessment task, analyze results and plan next steps for the whole class, sub-groups and individuals based on the data (ESA PACT Task 4).

EDMS 529 – Science, Health and PE

Assignments: Design unit of study and a series of lesson plans with modifications for diversity of learners (ESA PACT Task 2).

EDMS 565/566 and EDMS 575/576, Supervised Student Fieldwork and Student Teaching Seminars, &

EDUC 562, Field Placement Observation and Participation

During these courses, candidates receive further guidance, reinforcement and an opportunity to assess student needs, apply knowledge associated with appropriate contexts for learning and, assist students to have access to needed resources (Practice for the main PACT Teaching Event).

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

Credential Candidates attend a Student Teaching Seminar (EDMS 566 or 576) throughout both semesters, when they work collectively on the series of PACT TPA tasks that comprise the Elementary Mathematics Teaching Event. During this time, candidates receive additional support in the infusion of Specially Designed Academic Instruction in English (SDAIE) and instructional strategies for inclusion in the planning of lessons for units of study.

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

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

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

Response

The knowledge, skills, abilities, pre-dispositions, and attitudes required for candidates to practice the TPEs and ultimately pass the teacher performance assessment we have selected (PACT) are embedded in each course. Each pre-requisite course and methods course in the credential program is responsible for facilitating the practice of 4 to 5 TPEs that will lead to success in passing PACT. The course syllabi indicate the standard and the TPEs addressed by the various assignments set for each course (see Appendix B).

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

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

The CSUCI Multiple Subject Credential Program is comprehensive. The pre-requisite courses Engl 475, SPED 345, EDUC 510, EDUC 512, and EDUC 520 together with the credential courses offer a systematic, comprehensive curriculum that makes direct connections to TPEs. Each of the TPEs is practiced a number of times in various pre-requisite and core courses to ensure that candidates have ample opportunity to practice the TPEs as they engage in the teacher preparation program. We have constructed a matrix (see Appendix A) that indicates where specific TPEs are addressed across courses.

At the conclusion of the program, candidates submit the PACT TPA teaching event in Elementary Mathematics and ESA tasks in each of the other core curriculum areas (i.e., Elementary Literacy, Social Studies and Science), demonstrating competency in the TPEs as

well as passage of the TPA.

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

Candidates who are recommended for a preliminary credential will have demonstrated knowledge and skills showing that they are developing as teachers who will be successful in the public school classroom setting. Extensive written and oral feedback is given to candidates as to the content and quality standard of their assignments. Rubrics are also used to provide timely and informative feedback on their performance at various times during the program. The same PACT rubrics are adhered to in rating the ESA tasks that are used in the culminating PACT Teaching Event; these are based on evaluation criteria for Levels 1 through 4 (see Appendix I for PACT scoring rubrics). Candidates are aware that successful passage of assignments aligned to the TPE quality are required for a passing grade in courses and that TPA tasks must be awarded an overall passing level to be able to continue with the program. Both results and feedback are provided in a manner consistent with a CSUCI expectation that all students receive timely feedback. In all cases, candidates must meet or exceed the requirements on the rubric to be recommended for a passing grade. Any candidate not meeting a minimum standard is asked to retake the course until the standard is met.

University supervisors and cooperating teachers assess candidate performance during student teaching using a rating form that is aligned with TPEs (see Appendix C). Throughout their field experience, candidates thus receive informative feedback on their performance regarding their achievement of the TPEs.

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

The program design is such that that formative assessment tasks are embedded throughout the coursework while summative assessments ensure that candidates progress successfully through the program. It is expected that by the final semester students show greater levels of competency than first semester students. Throughout the credential courses, candidates have a variety of opportunities to practice what they are learning via the formative assessment (TPEs connected to assignments) and receive ongoing and consistent feedback. A summary of assessment and evaluation instruments used in the Multiple Subject program, as well as candidates’ summative achievements reflected through them, can be found in the Biennial Report of 2008 (available for review as Exhibit 9.2 of the Common Standards document).

PROGRAM STANDARD 7: Preparation to Teach Reading-Language Arts

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

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts. Each candidate will be prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007). The program provides candidates with systematic, explicit instruction to meet the needs of the *full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners)* who have varied reading levels and language backgrounds, as referenced in the RICA Content Specifications and Chapter 7 of the Reading/Language Arts Framework (2007). Language Arts encompasses the domains of: Reading, Writing, Written and Oral English-Language Conventions, and Listening and Speaking.

The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites, and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with the Reading/Language Arts Framework (2007).

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

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

Instructional Planning/Objectives/Design

Reading, Writing, Listening and Speaking

- **Strategic selection and sequencing of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.**

The two literacy instruction and development courses are EDMS 522, Literacy 1 Multicultural/Multilingual, and EDMS 523, Literacy 2 Multicultural/Multilingual. EDMS 522 introduces candidates to best practices in beginning reading instruction with a strong foundation in the phonological/morphological structure of the English language through phonics instruction, phonemic awareness, and concepts of print. EDMS 523 focuses on literature study, and content area reading and writing. Both courses emphasize assessment through multiple measures, monitoring student progress, and reading intervention plans to ensure success.

To help candidates understand the importance of the connections between reading, writing, listening and speaking they are required to conduct an in-depth literacy case study on an English Learner in Grades 1-3 in their initial field placement classroom. Candidates first observe students and write a report on their findings using the SOLOM (Student Oral Language Observation Matrix) for their student. They must identify assessment strategies from the RESULTS battery of assessments, conduct the assessment, analyze the assessments, and reflect on the process to include what they learned, recommend an intervention and course of instruction, what do would try differently, and reflection on their learning as a result of successfully completing the assignment. In the second semester, candidates must conduct a modified case study of two student writers. One must be an English Learner and the other must have special needs (struggling reader/writer, GATE student, student with disabilities, etc.) in Grades 3-6. The case study has a focus on writing development and assessments that are based on the standards for the upper grades. Candidates then use the data and learning from their case study to complete the Embedded Signature Assessment for the PACT portfolio.

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

To ensure that our candidates are familiar with the California Language Arts Framework, it is utilized in both the Language (EDUC 475) and Literacy (EDMS 522 and 523) courses. Candidates must use the framework to complete the Embedded Signature Assessment analysis assignment, in which interventions have to be selected based on gaps between the stated standard

for a grade level and the actual achievement of the students. Additionally, in the Reading/Writing Lesson plan students must determine which standards are being taught and note the standard on the lesson plan. It is the expectation of the literacy faculty and our partner schools that candidates are well versed in the English Language Arts framework as well as the adopted standards for the district. Students also use WestEd's Map of the Standards (required reading) to make connections between the English Language Arts Standards and the English Language Development Standards. Furthermore, candidates are placed in student teaching settings where SBE-adopted core instructional materials for both instruction and intervention are used.

Features of instructional design include what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.

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

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

The selection of readings for the first semester course includes a number of books on explicit skills instruction to help candidates become well versed in teaching phonics, phonemic awareness, decoding skills, spelling patterns and sound/symbol relationship. Additionally, the students' Resource notebook contains a section on explicit literacy instruction wherein candidates collect information, research, papers, and strategies that are designed to help them implement an extensive language arts program that is balanced and includes a comprehensive skills development section, especially for second language learners and special needs students.

Instructional Delivery

Reading

- 1. Demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:**
 - **word analysis**
 - **fluency**
 - **vocabulary, academic language, and background knowledge**

- **reading comprehension**
- **literary response and analysis**

We have planned instruction and field experience to address student background knowledge and how to fully develop academic concepts and language that assists in reading and writing achievement. For the in-depth Case Study assignment (EDMS 522), candidates are expected to collect data on chosen students' backgrounds and to include interventions for vocabulary development, word analysis, background knowledge, and reading comprehension strategies. For the Modified Case Study (EDMS 523) candidates focus on assessing an older elementary student's strengths and weaknesses in writing, appropriate instructional interventions and ELD strategies using a variety of sources (e.g., student work samples, student interviews, teacher interviews, assessment rubrics).

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

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

To help candidates achieve this goal, the Literacy Study Project assignment (reading, word study, literature, writing) of EDMS 523, Literacy 2 Multicultural/Multilingual, guides and instructs students on how to develop and manage a comprehensive language arts program that takes into account various genres in reading and writing, helps students become proficient in using a variety of materials, and allows candidates to work successfully with the full range of reading abilities found in any classroom.

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

Although there is no specific RICA preparation course, the EDMS 522 course provides candidates with a comprehensive view of the exam and the opportunity to compile information from other courses into a study-guide that will be useful in helping candidates pass the exam, apply the information gathered, and organize a valuable resource to use when they enter their own classrooms.

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

support and supervision of the cooperating teacher) ensuring that they have an opportunity to see, in practice, the areas being discussed. To help our candidates become familiar with RICA competencies in practice, during their primary placement they are expected to complete a primary case study that will ensure they are aware of concepts of print, beginning reading strategies, phonemic awareness, and how to work with struggling readers. They also compile examples of best practices, research, and interventions for each area. Field supervisors are aware of the need to master the RICA domains and are provided with ideas and strategies to guide the candidates to be successful.

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

2. Demonstrate knowledge of components of 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) independent practice and application**
- **independent practice (e.g. opportunities for students to show level of mastery)**

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

Writing

Demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007). For example:

- **The systematic progression of instruction and application of foundational writing strategies, applications, and conventions**
- **Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision**
- **Writing applications according to genres (grade-level appropriate) and their characteristics**
- **Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling).**

Writing instruction is incorporated in both courses, especially expository and narrative writing with an emphasis on helping candidates plan and implement lessons that are comprehensive and

promote the use of conventional writing strategies. There is a section in the resource notebook devoted to collecting information, research and best practices for writing instruction. Additionally, candidates are expected to demonstrate proficiency in writing lessons and designing and providing interventions that incorporate developing the writing skills of all students. As a focal point of the Managing the Language Arts Period assignment, writing must be integrated in a variety of settings throughout the day, as students practice, reach standards and are challenged to learn through the writing process.

Listening and Speaking

Demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007). For example:

- **The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing.**
- **Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation of oral and media communication (grade-level appropriate).**

Oral language instruction is stressed. In the case studies, oral language appears as an intervention for early readers, struggling readers, and second language learners. In the resource notebook, there is a section for readings, writings, and research and best practices for promoting oral language development in both formal and informal settings. Candidates also complete the SOLOM (Student Oral Language Observation Matrix) and write a report about their observations and findings. Candidates collect background information about students including their CELDT scores.

Assessment

Reading and Writing

Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions. Knowledge of the following assessments is crucial to achieving the English Language Arts Content Standards:

- **entry level assessment for instructional planning**
- **monitoring student progress**
- **post test or summative assessment**

Early intervention, diagnostic on-going assessments and guided practice are part of the EDMS

522 and EDMS 523 assignments; candidates are expected to use on-going comprehensive and extensive assessments to determine the interventions that will need to take place as candidates help students to become proficient readers and writers. Candidates are expected to graphically describe the results of the assessment implemented, detail both the strengths and challenges of the students, design interventions, and reflect on the interventions as they develop their case studies and enhance their ability to ensure that all students have access to a rigorous and comprehensive language arts program.

Candidates use information and data from their Modified Case Study to complete their Embedded Signature Assessment for Language Arts, which is part of their PACT portfolio. They use whole class post or summative assessment data to analyze whole class student performance as it relates to their case study participants. Candidates monitor student progress over time and recommend suitable instructional improvement plans for each of the case study participants.

Listening and Speaking

Candidates must understand that assessment and instruction are linked within any curriculum. Therefore, candidates must demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal to determine students' progress towards state adopted content standards. Candidates need to be able to analyze and interpret results to plan effective and differentiated instruction and interventions.

Candidates use the SOLOM assessment to analyze students' oral language abilities, interpret results, and write a report wherein they make recommendations for instruction based on their observations and findings. They also use WestEd's Map of the Standards for in-class activities and a Lesson Design assignment to ensure they are better able to meet different instructional needs of students.

Universal Access/Differentiated Instruction

Reading, Writing, Listening and Speaking

Demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the *full range of learners*. For example:

- **using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students**
- **recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups)**
- **using flexible grouping, individualized instruction, and whole-class instruction as needed**
- **using selections listed in *Recommended Literature, Pre-Kindergarten Through Grade Twelve***

As part of the EDMS 522 and EDMS 523 courses, candidates study the structure of the English language and read research on how children learn to read. They are expected to apply the theory

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

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

During EDMS 522, candidates are instructed in lesson design using WestEd's Map of the Standards as a guide to differentiate instruction for English Learners. Candidates develop a week-long unit of instruction using the SBE-adopted materials in which they use the ELA and ELD Standards to develop lessons which provide universal access and are differentiated to fit the needs of students in their current student teaching placement. Candidates select one lesson from their unit and present it to their colleagues in EDMS 522, so that all candidates experience of variety of instructional strategies, teaching ideas, grade level content and assessment instruments for a variety of grades (K-3).

Candidates' demonstrate their knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners while student teaching. In first semester field experience, candidates are placed in K-3 classrooms where beginning reading, writing, speaking, and listening skills are taught by experienced teachers using California content standards. In the second field experience, candidates teach reading, writing, listening, and speaking to upper-grade students. In these field placements, candidates teach literacy skills using appropriate instructional materials and grouping strategies for differentiating instruction as needed by the learners in the classroom.

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

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

Response

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

Mathematics

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

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

Mathematics content is primarily taught in the Liberal Studies subject matter Mathematics for Elementary School Teachers concepts courses, MATH 206 and 308, while pedagogical skills are taught in EDMS 526 Modern Methods in Mathematics Teaching (4 units). In this course, candidates learn how to teach the adopted academic content standards for students in mathematics in the K-8 setting. Candidates explore effective instructional strategies to advance conceptual understanding of the logic and structure of mathematics, develop computational and procedural skills, and enhance problem-solving skills in mathematics.

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

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

During the student teaching experience candidates are responsible for the mathematical learning and instruction from whole classes. The answers to the mathematical problems posed and results

of assessments made are brought to class where they are shared and analyzed. Using the content introduced and knowledge acquired in EDMS 526, Modern Methods in Mathematics Teaching, candidates are required to identify and find examples of students' conceptual misunderstandings evidenced by mistakes in procedures or anecdotal reported from oral explanations. These 'mistakes and errors' are then used to examine common and specific misunderstandings and to develop methods to help children fully understand, clarify and/or rectify their mathematical knowledge and skills.

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

Throughout the course candidates apply learned skills to novel and increasingly complex problems, model and teach problem solving, clarify mathematical misunderstandings, design appropriate assignments to develop student understanding, and connect interrelated ideas and information within and across mathematics to other subject areas. A candidate's ability to teach logical connections across major content standards is determined by the application of mathematics they bring to designing and teaching units of study in Science (EDMS 529) and History-Social Studies (EDMS 527).

Science, Health and PE

Science, Health and Physical Education are combined in an integrated (4 unit) methods course EDMS 529, designed to help candidates meet Standard 8Ab. In this course candidates learn how to teach the K-8 Science, K-8 Health, and K-8 PE content standards. While these three areas have their own specific knowledge bases and content specific pedagogical approaches, at a fundamental level they are closely related. Within the area of Physical Education tangible connections can be made to the areas of health, life and physical sciences through emphases on movement and physiology. EDMS 529 addresses content specific pedagogy for the three content areas of Science, Health, and PE. (See Appendix B for the course syllabus.) A description of how EDMS 529 covers these areas will be discussed after each standard. As with all of the courses in the teacher credential program, EDMS 529 explicitly infuses technology, attention to English Learners and diverse student learners, and multicultural education.

8A(b) Science During interrelated activities in program coursework and fieldwork, MS Candidates learn to (1) relate the state-adopted academic content standards for students in Science (K-8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field

activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

Science teaching methods are covered in EDMS 529 Science, Health and PE. The science academic content standards in the areas of life, physical, and earth science in conjunction with the investigation and experimentation standards are addressed in this course. Within the area of Physical Education tangible connections can be made to the areas of health, and life sciences through emphases on movement and physiology.

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

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

EDMS 529 infuses technology, attention to English Learners and diverse student learners, and multicultural education. The assignments are carefully ordered so that candidates can progress from mastering beginning to more advanced skills, knowledge and dispositions that will enable them to effectively teach the science academic content standards to elementary grade level students. The health/PE/science unit allows candidates to practice and become proficient in writing standards based science lesson plans, implement a hands-on science laboratory curriculum that provides access for diverse students, and maintains high levels of expectations for all.

The alignment of these assignments with each of the 4 components in this element of Standard 8A is shown below.

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

SA1b	Personal Philosophy of Science Teaching
D1a	Concept Map — science

- (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8).

SB1a	Inquiry lab comparison
SB1b	Inquiry lab participation and reflection write-up
SB1c	Inquiry Lesson

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

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

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

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

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

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

Assignments are carefully graded so that candidates progress from mastering beginning to more advanced skills, enabling them to acquire knowledge and dispositions that will enable them to

effectively teach the physical education academic content standards to elementary students. Evidence of this is attached in the form of the syllabus for this course. Assignments are designed to afford candidates the opportunity to demonstrate various TPEs through performance assessments completed during the course. The alignment of these assignments with each of the components of this element of Standard 8 is shown below.

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

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

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

ii) student recognition of the importance of a healthy lifestyle

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

iii) student knowledge of human movement

- The candidate will be able to create and teach lessons that develop student knowledge and skills of human movement. **TPE: 6A, 6B, 7, 9**
 - Create a lesson plan to teach children various human movement exercises.

Evaluation criteria: Lesson plan objectives are aligned with California Academic Content Standards in physical education; accommodations are made for EL and special needs students; appropriate assessment.

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

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

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

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

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

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

The assignments, which are aligned to TPEs, include the following: microteachings, concept development, health lesson plans to highlight EL and diverse learners, creating performance assessments, and a thematic health/PE/science unit which allow students to practice and become proficient in writing standards based health lesson plans, implement a hands-on curriculum that provides access to diverse candidates, and maintains high levels of expectations.

Additionally, candidates are placed in field experiences that implement a state approved health program that they are expected to learn how to teach and implement.

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

Assignments are designed to afford candidates the opportunity to demonstrate various TPEs by completing the course assignments. The alignment of the course assignments to TPEs is shown below; further evidence can be seen in the course syllabus for EDMS 529. (See Appendix B)

A. Health of Self and Others:

- The candidate will be able to explain how to teach children to promote lifelong health of themselves and others. **TPE: 6A, 6B, 7**
 - Create a lesson activity to teach children to promote lifelong health.

B. Growth and Development:

- The candidate will be able to describe how the growth and development of children affect their learning. **TPE: 6A, 6B**
 - Create a chart or graphical representation of the growth and development of K-8 students.

.C. Health Resources:

- The candidate will be able to access health related resources and use them in lesson design **TPE: 6A, 6B**
 - Identify two health related resources to share with the class.

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

History-Social Science and the Visual and Performing Arts

History-Social Science and the Visual and Performing Arts are uniquely combined in an integrated (4 unit) methods course, EDMS 527 History, Social Studies and Integrated Arts.

EDMS 527 addresses content specific pedagogy for the two content areas of History-Social Science and the Visual and Performing Arts. In this course candidates learn how to teach the K-8 History-Social Science and the K-8 Visual and Performing Arts content standards through the creation and development of a multi-disciplinary unit of instruction, drawing in history-social science and visual arts content. While these two areas have their own specific knowledge bases and content specific pedagogical approaches, at a fundamental level they are closely related and aligned. A description of how EDMS 527 covers these areas will be discussed after each standard. The students practice the TPEs in this course as part of their assignments. (See Appendix B for the course syllabus.) EDMS 527, as with all of the courses in the teacher credential program explicitly infuses technology, such as appropriate instructional software and digital storytelling, document camera, and digital media; attention to English Learners, specifically ELD pedagogy and SDAIE strategies, and differentiated instruction (Content, Process, and Delivery strategies) for diverse student learners, and finally, multicultural perspectives in both history and art content areas.

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

History and Social Science Content and Strategies

History and Social Science content and skills are primarily covered in EDMS 527 History-Social Studies and Integrated Arts. In this course, candidates become familiar with the History-Social Science framework and standards for K-8 education. Candidates learn how to teach the state adopted academic content standard to diverse students, ensuring that each student has access to a rigorous social studies curriculum. For example, using research-based SDAIE and GLAD strategies to reach English language learners at the intermediate and advanced language proficiency levels, and using a variety of questioning prompts and hands-on activities engages EL students at beginning stages of language development, ensure both equal access to the curriculum and instruction.

Candidates need to successfully complete the variety of assignments in order to pass the course. Together these assignments ensure that candidates have an opportunity to practice the TPEs and become proficient beginning teachers. (See Appendix A, Alignment Matrix.) The varied assignments include history-social science writing strategies, a historical/biographical literature-based lesson, discussion and teaching activity related to social justice issues based on equity, differentiation of history-social science content and teaching strategies, and the signature assignment which focuses on the development of a multi-disciplinary unit including social science content standards and the production of a variety of visual arts products.

The History-Social Studies elements addressed in these assignments include (1) teach state-adopted academic content standards for students in history while helping students to learn and use basic analysis skills in history and social science; (2) enrich the study of history by drawing on social science concepts, case studies and cross-cultural activities; (3) incorporate basic critical thinking skills and study skills into content-based instruction; and (4) utilize active forms of social studies learning, including simulations, debates, research activities and cooperative projects.

Additionally, the VPA elements addressed by the assignments include: candidates will learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; making informed judgments about the arts.

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

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

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

Visual and Performing Arts Connections

The Visual and Performing Arts content and skills are covered in EDMS 527 History, Social Studies and Integrated Arts. The Visual and Performing Arts are integrated into the course curriculum through various activities and strategies that the candidates are expected to complete in class and/or in their field experience. History-Social Studies connections are made to the area of the Visual and Performing Arts through a variety of performance arts (simulations, readers' theater, historical reenactments) that emphasize historical settings, characters, events, and artifacts. In addition, a variety of writing styles (descriptive, poetry, biographies, brochures, and post cards,) are designed with a variety of art media (collage, watercolor, sketch, digital photo, and illustrations). The multi-disciplinary unit includes a variety of fine art products built within three of the five lessons required for a long-range planning unit.

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 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 reach and 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, conducting PowerPoint presentations, utilizing video of instructional performance and video and audio streaming evidence of performance into web-based portfolios. Second, candidates are expected to become proficient in the use of technology for educational purposes. Candidates learn how to chose, evaluate and use technology to help all students access and demonstrate content knowledge. Candidates become skilled in the use of information technology to ensure universal access and differentiation of instruction. Candidates learn how to use hardware and peripherals to their advantage for instructional purposes.

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

As our 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. Furthermore, they learn how to access new technological resources that support their teaching of the content through the use of web-based multi-media.

Candidates learn how to use technology as a tool for instruction in the specific content areas. Technology is conceived as supporting instruction rather than in terms of driving instruction. For example, PowerPoint is used to demonstrate concepts, but also to assess candidates’ understandings as they create multimedia posters to summarize their learning. The incorporation

of pictures, movies and sound enhances the work and motivates students to demonstrate their knowledge and skills on a topic.

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

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

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

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

Candidates learn the basic principles of operation of computer hardware and software in pre-requisite courses (Comp 101 for Educators and other Liberal Studies courses). In the professional preparation program, they apply the concepts learned in new situations. For example, in EDUC 520, Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classes, they have opportunities to use digital still and/or video cameras and basic editing software. The candidates problem-solve how to use digital cameras to in the lab and up-load, transfer, manipulate and incorporate their photographs or video into PowerPoint presentations. Candidates learn how to scan images and text and import it into presentations and web pages. As a requirement of PACT Task 3, students provide a video recording of their own teaching performance which they have to edit, compress and transfer into their digital portfolios for submission.

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

Candidates have multiple opportunities to communicate through printed media. For example, candidates have opportunities to design, format and print a graphically enhanced newsletter to send home to families in EDUC 520. In addition they use word processing software to write a letter home to families about their child's progress. For PACT Task 4, they collated and analyze assessment data by creating and using database worksheets and graphs, as well as scan and upload student work samples.

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

All courses at CSUCI use the web-based tool Blackboard to manage course information and communication. This web-portal incorporates syllabi, course documents, electronic course announcements, email, and a threaded discussion board. Faculty and candidates use this platform to communicate with each other individually and as a group. For example, in EDMS 526, Mathematics Methods, candidates post into Blackboard literature recommendations and external links to technology web sites that support mathematics instruction. Responses and critiques are communicated between students using the discussion board together with suggestions how the resources might be used in the classroom. These communications foster collaboration between students.

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

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

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

Candidates align their lessons with the California content standards and then examine and select appropriate software and peripherals to use to enhance both instruction and learning based upon the relevance, effectiveness, and the value the resources add to the lessons. They practice this skill in each teaching methods course and in student teaching. As a course assignment for EDMS 526, Mathematics Methods, Candidates choose software to support mathematics learning, they critique their choices and the cohort generates a set of criteria for selecting appropriate digital resources for student use during mathematics learning. The resources are then incorporated into the instructional units they implement during student teaching.

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

Candidates learn the basics of electronic searching in the prerequisite courses through a variety of research projects and guided instruction conducted by the campus librarians and instructors. In the professional preparation program, this knowledge and skill is enhanced and extended through assignments whereby the candidates explore electronic search tools for the purpose of identifying hardware, software and peripherals appropriate for their instruction. For example in EDUC 512, Equity, Diversity and Foundations of Schooling, candidates must seek out information on the web and then analyze and critique it for its authenticity, reliability and biases. The candidates explore the voices heard and not heard in the materials that they locate on the web.

9(i) Each Candidate demonstrates knowledge of copyright issues, and of privacy, security,

safety issues and acceptable use policies.

Candidates learn the basic information about copyright issues, privacy, security, safety and acceptable use policies in the pre-requisite courses. In the professional preparation program they participate in the application of these principles and values in K-8 classrooms. Discussions about the ethical issues of using electronic materials, maintaining student and school anonymity, protecting students from exposure to inappropriate materials take place during in-class and through electronic discussions, and the issues are raised in student seminars. Candidates are required to cite sources in their papers, lesson plans and commentaries to demonstrate their knowledge of copyright laws.

Category C
Preparation to Teach All Students in California Schools

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

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

Response

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

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

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

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

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

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

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

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

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

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

Although covered in all courses for specific discipline areas, effective family involvement for diverse communities is primarily covered in EDUC 512 and EDUC 520 when candidates study different family units, the effects on educational achievement, working in diverse settings, and applying that knowledge in schools and classrooms. EDUC 512 addresses this from a socio-cultural perspective while EDUC 520 addresses this from a teaching and learning perspective.

Specifically, the curriculum covers family structures and how to be supportive and respectful for all families. Acceptance of non-traditional and/or child rearing practices different than candidates may have experienced, allowing for community involvement and success, and working within different cultural environments to ensure acceptance and approval are important skills developed in the CSUCI program.

(iv) effective communication with all families;

In EDUC 512 and EDUC 520, candidates are expected to apply effective strategies and practices for communicating with families in a variety of contexts. Candidates are expected to participate in opening of school and/or closing school preparation and activities including Back-to-School Night, end of year culminating events, participate in family and parent activities during their field placement, and attend parent-teacher conferences. Candidates are also expected to become familiar with their responsibilities during a Student Study Team (SST) or Individual Education Plan (IEP) process.

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

In EDUC 512, EDUC 520 and in the fieldwork/student teaching experience, candidates are expected to find resources available for parents and guardians and how to inform parents that the resources exist. Candidates are expected to gather information and documentation on how to help all families have access to resources and support from the community.

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

One of the underlying features of the CSUCI program for teacher preparation is the collectively held belief that we are preparing teachers for the 21st Century. Individuals are thus prepared to create classroom environments for teaching and learning that are socially just and democratic. As we work to implement the vision for socially just and equitable education, each course and field/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 a component that provides for equal access and differentiated instruction, to make appropriate modifications and suitable accommodations for all learners and to ensure that they are implementing a safe and healthy environment. For example, in EDMS 576 the advanced student teaching seminar, Candidates work in small groups to examine each other's lesson plans looking for ways in which the specific needs of students are addressed by structured instructional support strategies. Drawing on research, theory, professional advice and their own practical experience, candidates provide a rationale for the strategies they have selected. Additionally, through the infusion of language, culture, exceptionality and other specific and special needs, technology, and a gender equity model, each course has multicultural components that are infused into the course of study to better ensure that access is universal and equitable.

10(c) Through planned prerequisite and/or professional preparation, each Candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6,2001 20 concepts and strategies that foster student health and contribute to a healthy environment for learning, with emphasis on: (i)the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety; (ii) common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school; (iii) effective strategies for encouraging the healthy nutrition of children and youth; and (iv) knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

The health issues for Standard 10c are primarily covered in the EDMS 529 Science, Health and

PE. In that course, wherein candidates learn about the health status of children and the impact on academic achievement, chronic and communicable diseases, encouraging healthy nutrition, and knowledge and understanding of the physiological and sociological effect of alcohol and drug use. Background knowledge for this standard is developed in the subject-matter preparation course HLTH 322, Health Issues in Education.

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

In both the EDUC 512 and EDUC 520 courses, candidates are given information on how to deal with conflicts in a manner that prevents escalation and allows all students to feel safe in the classroom. Candidates are introduced to strategies in conflict-resolution that lead toward the creation of safe and peaceful learning environments. Strategies for recognizing violent behavior and conflicts are taught with an emphasis on de-escalation before a situation gets unruly and difficult to control.

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

In the pre-requisite courses, SPED 345, EDUC 510, EDUC 512 and EDUC 520, candidates become familiar with the resources available for helping students and their families gain access to the services available both on and off campus. Candidates are expected to research available resources from the Ventura County Office of Education as well as other social service agencies in the area.

Program Standard 11: Preparation to Use Educational Ideas and Research

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

Response

As a part of our teacher education program at CSUCI, we are committed to preparing candidates well versed in theory who can become critical consumers of research to help inform curricular and instructional practice. To that end, we have two courses EDUC 510 and EDUC 512 which primarily focus on Educational Foundation issues: EDUC 510 centers 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 of the major concepts, principles, theories, and research related to child and adolescent development. In each discipline area, research is presented on human learning and the social-cultural context for education. This enables candidates to have a general foundation in educational development and specific information regarding the development of math and science concepts, early literacy, and first and second language acquisition.

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

11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each Candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each Candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for Candidates to learn and apply developmentally appropriate teaching strategies during the supervised fieldwork sequence.

In the prerequisite courses, ENGL 475: Language and Social Context, EDUC 510: Learning Theory and Development Applied in Multicultural Education Context, and EDUC 520: Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms, candidates are exposed to theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. The course content of EDUC 510 addresses major concepts, principles, theories and research findings related to cognitive, social, emotional and physical development of children and adolescents.

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

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

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

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

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

In the prerequisite EDUC 510 course, Learning Theory and Development Applied in Multicultural Education Context, candidates are exposed to theories of learning and achievement. They expected to apply the foundational knowledge gained as they observe and describe effective teaching practices, develop comprehensive instructional units and lesson plans, and critique their own teaching. EDUC 510 addresses major concepts, principles and research associated with the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and achievement and cognition. All other coursework includes discussions and activities related to generic and specific individual differences in language, culture, learning styles, and motivation as well as the school district, school, and classroom practices that either undermine or promote educational and social equity.

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

The percentage of teacher education candidates who are CSUCI liberal studies majors in the Teaching and Learning option has continued to grow as the University enrollment has increased. The Teaching and Learning option curriculum requires students to engage in cross-cultural study. This requirement connects to the focus on social, cultural, and historical foundations in the teacher education program.

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

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

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

Topics related to language, cultural, social and historical context are interwoven throughout the credential courses. Candidates also experience culturally diverse classroom settings during the program, thus they are exposed to culturally relevant models of teaching. They are encouraged to observe and participate in culturally different schools and classrooms in the liberal studies or undergraduate courses that require field experiences. Furthermore, one student teaching field placement must be in a setting where there are students whose cultures different from that of 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 our teachers to show a disposition to teaching every student, and an understanding of the critical relationship between teacher expectations and student success and academic achievement. Our candidates are expected to learn how to provide equal access and differentiated instruction for all students regardless of race, cultural, linguistic, gender, social or special needs background.

The CSUCI teacher preparation program fosters candidates' development of professional perspectives beginning at the outset of the program and continuing to its conclusion. The content and experiences offered in courses and field experiences provide for 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 as well as for English Language Learners. For example, in EDMS 522 and EDMS 523, candidates learn to teach language and literacy in a balanced context. Additionally, EDUC 512 and EDMS 522 and EDMS 523 cover topics such as whole language vs. skills based instruction, bilingual education, immersion education, sheltered techniques, two-way bilingual immersion, year-round schooling, ability tracking, and alternative forms of assessment, integrated thematic instruction, and appropriate uses of technology in instruction.

Candidates have opportunities to examine state curricular frameworks and subject matter content standards in order to acquire additional knowledge about content, scope and sequence, and instructional strategies (e.g., Language Arts Framework, Science Framework). Candidates also examine the English Language Development Standards.

Provisions are made for discussion of the historical, social, philosophical and psychological aspects of curriculum and instruction and the relevant issues and trends such as grouping of

students in general and in mainstream and cross-cultural contexts, grading, and roles of the teacher. This occurs in EDUC 512. Further provisions are made for the discussion of emotional, cognitive and pedagogical factors that impact student learning outcomes. This is addressed in EDUC 510.

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

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

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

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

In two courses, EDUC 510 and the EDUC 512, candidates are exposed to many perspectives on teaching and learning and the various factors impacting student success. Candidates explore alternate ways of reaching standards and recognize their ethical responsibility to develop and plan lessons that allow all students to have access to the core curriculum and a program of study that is rigorous. Candidates learn about differentiating instruction and providing equal access for all learners. In the various assignments across prerequisite and program courses, candidates reflect on different perspectives, explore alternative concepts of teaching and learning, and recognize their professional responsibility as educators.

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

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

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

Additionally, in both of these courses, candidates are expected to reflect on academic inequities within our public school system and discuss programs and strategies that have been successfully implemented to lessen and ameliorate such inequities.

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

As part of monitoring and assessing student learning, candidates develop learning plans that allow them to ensure that each student is learning at his or her potential and meeting high expectations. Candidates are required to demonstrate an understanding of equal access, differentiated instruction and scaffolding as well as SDAIE techniques in order to ensure that all students gain access to the core curriculum and meet high standard learning goals.

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

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

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

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

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

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

When planning for the instructional sequence, candidates must describe how they will assess students' previous learning and create interest in the new learning, steps that are particularly critical for students with specific needs in the class. Candidates must show how they will know that the learning objectives have been met; that students have gained the knowledge, skills and/or behaviors needed for achieving the lesson's objectives. The candidate must indicate how they will prompt, cue or further assist learners who are not easily able to understand the concept or perform as expected. Candidates must indicate how in the lesson they will provide access to the learning for the diverse learning needs of students in the classroom. Follow-up activities must be

further specified. Candidates are responsible in student teaching for addressing the learning of every student in their class taking into account all special needs and talents.

12(e) Through planned prerequisite and/or professional preparation, Candidates learn about the professional responsibilities of teachers related to the personal, social and emotional Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6,2001 23 development of children and youth, while emphasizing the teacher 's unique role in advancing each student 's academic achievements.

Understanding the role of personal, social and emotional development on academic achievement is a professional responsibility that is stressed in a number of courses, including EDUC 510, Learning Theory and Development Applied in Multicultural Education Contexts, EDUC 512, Equity, Diversity and Foundations of Schooling, and in EDUC 520 Observing and Guiding Behavior in the Multicultural, Multilingual, and Inclusive Classroom. In these prerequisite and preparation courses, candidates engage in discussions and readings that deal with the affective domain and its impact on students' achievement. Candidates are expected to understand students' social and emotional development and how to get appropriate help for the students when necessary.

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

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

Additionally, we place our student teachers in schools with at least one or two other peers in order to further facilitate working together, planning, and support. In many of the field placement school settings, teachers work in collaborative teams and candidates are expected to participate in team planning meetings. Each semester candidates take a student teaching seminar during which issues related to the site placement are raised and addressed. At the school sites, fieldwork supervisors meet regularly with their student teachers to discuss issues and concerns that are pertinent to the placements and sites. Through these experiences, candidates provide a support base for each other and learn the importance of networking.

Program Standard 13: Preparation to Teach English Learners

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

Response

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

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

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

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

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

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

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

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

This approach (the two prerequisites and the infusion of English Learner competencies) ensures that candidates have a strong theoretical foundation for teaching English Learners and the specifics that go with each discipline area. Theories of language acquisition, approaches to instruction, and development of appropriate instructional plans are applied and “made real” through the fieldwork and student teaching experiences.

Candidates become 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. In coursework and their instructional planning for student teaching candidates verify that they can differentiate instruction, provide equal access, incorporate the languages and cultures of the students, and begin to implement English Language Development and Specially Designed Academic Instruction in English.

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

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

Within the ENGL 475 and the EDUC 512 course candidates are expected to become familiar with the various models used in schools to comply with the legal requirements for educating English Learners. For the schools within which they are student teaching, candidates are expected to demonstrate an understanding of the particular program at that site and evaluate the effectiveness of implementation. Candidates are introduced to the English Language Development standards in ENGL 475. Knowledge of programmatic approaches for English Language Learners is covered in EDUC 512.

In the EDMS 522 Literacy 1 and EDMS 523 Literacy 2 courses, candidates are expected to apply English language development to the reading/language arts content standards and framework. In the resource notebook, candidates are expected to gather evidence from research, and compile information 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, candidates are made aware that there are multiple approaches to literacy instruction in a given classroom context (e.g., mainstream, English only and multiple language) are a major focus in EDMS 522 and EDMS 523. A key feature of both EDMS 522 and EDMS 523 is the

philosophical, theoretical, and pedagogical orientation that guides the course content; in that, issues of language (i.e., social context, acquisition of primary and secondary languages, non-verbal communication and the social function of language) which are presented in-tandem with issues of literacy instruction (e.g., first and second language literacy), in English only and multiple language settings.

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

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

During at least one supervised fieldwork or supervised student teaching experience, a Candidate has an opportunity to observe in a classroom where daily instruction occurs with English Learners. A candidate will have significant experiences teaching English Learners as s/he takes over the classroom. Mentored by the cooperating teacher, a candidate gradually assumes teaching responsibilities, and receives immediate feedback and guidance from the master teacher and/or the university supervisor especially regarding the instruction of English Learners. During the student teaching placements, a candidate has multiple opportunities to utilize materials, methods, and strategies for ELD that are appropriate to students’ levels of proficiency in English. Additionally, the candidate designs and implements a unit in Specially Designed Academic Instruction in English for EDMS 527, History, Social Studies and Integrated Arts.

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

In the ENGL 475 and EDUC 512 courses, the state and federal legislation pertaining to educating English 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 in EDUC 512 when candidates learn about programmatic approaches to teaching English Learners, in the context of

existing federal and state legislation and policy. Moreover, candidates study the intricate relationship of current practice with federal law. Through EDUC 512 coursework, candidates also learn about the impact of such laws on student placements and instructional programs.

In sum, in both prerequisite courses, candidates are expected to become familiar with the particular laws pertaining to the education of English Learners and to discuss how specific legislation will impact them as professional practitioners. Additionally, candidates learn how these laws are currently implemented at school sites and districts in the area. Candidates are expected to evaluate the various implementation strategies to determine their effectiveness and viability.

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

Candidates are introduced to theories of first and second language development in ENGL 475, Language and Social Context. Candidates 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 the students levels of primary language proficiency and to decide on an instructional plan that will facilitate the acquisition of English and content development simultaneously.

In the EDMS 522 and 523 (Literacy 1 and 2) courses, candidates are expected to apply theories of first and second language acquisition to learning how to read and write, early literacy, and linguistic development. It is part of the lesson design and the comprehensive English Language Arts block assignment to delineate how the skills of the English Learners will be used to help them become proficient readers and writers.

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

In sum, a basic tenant of the CSUCI teacher education program is to provide Candidates with knowledge and understanding of the theories surrounding first and second language acquisition and the role this plays in the acquisition of mainstream English literacy. A theme that underlies the CSUCI program is that candidates are provided with a vision of teaching as an ethical, intellectual, and self-reflective, analytical endeavor as they prepare to work with English Language Learners.

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

least one of the supervised fieldwork/supervised student teaching assignments, the Candidate will be placed in a classroom that has ongoing instruction for ELs. The site will be in a classroom context that reflects diversity, in terms of language, culture, and Such classrooms may be designated English Language Development, dual immersion, bilingual or Structured English Immersion This site must include English Learners where the Candidate will be able to engage in planning and delivering specially designed academic instruction, English as a Second Language and/or English Language Development instruction.

Candidates have at least one opportunity to work in a classroom with English Learners and a language instruction (e.g., CLAD or BCLAD) certified teacher who can help guide the student teacher in 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 through supervised fieldwork (e.g. EDUC 521 and EDMS 562), and ultimately supervised student teaching (EDMS 565 and EDMS 575), as they take over the classroom. The evaluation of student teachers by cooperating teachers and university supervisors includes proficiency in working with English Learners in the classroom.

Additionally, as part of EDUC 512 requirements, candidates interview a bilingual, ELD, or language related specialist. This provides a candidate with an opportunity to understand instructional practices that promote English language development.

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

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

Following the infusion model, all discipline areas require candidates to design and implement lessons that are comprehensible to English Learners using equal access lesson design, including differentiated instruction. 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 Learners in the field.

CSUCI candidates are introduced to critical competencies necessary for quality education for English Learners and practice these throughout the core coursework (e.g., ENGL 475, EDUC 512, EDMS 522, EDMS 523, EDMS 527) and supervised fieldwork and supervised student teaching experiences (EDMS 565 and 575). Prior to assuming daily teaching responsibilities, a

candidate will have had extensive coursework in theories and application of effective instructional strategies for English Learners. Critical competencies include effective theory and practice in exemplary English Learner instructional practice in both mainstream (EO) and in homogeneous (EL) and multiple language settings.

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

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

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

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

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

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

In the EDMS 522 and EDMS 523 courses, candidates are expected to show proficiency in monitoring and assessing student progress with at least one case-study being conducted with an English Learner. This enables candidates to gain proficiency in the special circumstances of assessing the needs of English Learners and in planning and implementing an effective intervention program.

Candidates also learn to conduct content area assessments in one of their fieldwork or supervised student teaching assignments. They monitor student progress in attaining instructional objectives in order to review student growth over time and to determine the success of the instructional strategies. This allows candidates to determine whether or not adjustments to the instructional plan are needed. Candidates conduct a content assessment as part of the requirements of EDMS 527, History, Social Studies and Integrated Arts.

13(h) The program is designed to provide opportunities for Candidates to learn and understand the importance of students’ family and cultural backgrounds and experiences.

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

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

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

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

Response

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

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

In the prerequisite course SPED 345, Individuals with Disabilities in Society, 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 display particular gifts and talents.

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

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

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

In the prerequisite courses, SPED 345, ENGL 475 and EDUC 510, candidates become knowledgeable about assessing the learning and language abilities of special populations in order to identify students for referrals.

In SPED 345, candidates learn about the assessment process and what distinguishes a student with a disability from other students in the classroom. They also learn about the role of the special education team in the assessment process. Candidates are taught to recognize observable learning and behavioral indicators that characterize disabilities that they might see in their classrooms and which require referral to special education for more in-depth assessment. They also learn about how students are assessed in classrooms through case studies and classroom observational assignments.

In the prerequisite course EDUC 510, candidates describe specific strategies to motivate students to perform toward academic excellence that take into account the psychological factors affecting first and second language development. They identify and analyze a variety of multicultural/multilingual learner-centered instructional strategies including those which maximize comprehensible input, student interactions, and learning strategies for content and language development.

As candidates become more knowledgeable about learning and language related disabilities in SPED 345 and ENGL 475, they learn to differentiate between disabilities and language delays resulting from second language acquisition. Methods and instruments for assessing learning and language abilities are introduced in ENGL 475. In EDMS 522 and 523, candidates are introduced to ways to assess literacy proficiency by assessing individual children's early and later reading, writing and spelling competencies. They learn to interpret the meaning of those assessments and when it is appropriate to refer a child for more detailed assessment and how to use the assessment for on-going program planning for individualized teaching.

Candidates make classroom visits during EDMS 526 to assess children's individual mathematical thinking, they interpret assessment data, evaluate results and make recommendations for program planning and referral if indicated. A report of the combined results and for individual learners is presented to classroom teachers for their use.

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

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

The content of SPED 345 introduces candidates to which types of assistive technology are appropriate for students with specific educational needs, including both high and low technology assistance. Candidates learn about the resources available at the Ventura County Resource Center for teachers in our county schools, in terms of both personnel and assistive technology materials, to support students with disabilities in their classrooms. 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 and then they focus on general disability-related strategies.

In methods courses candidates learn to apply the strategies learned in SPED 345 to content specific teaching plans. In each of the methods courses, EDMS 522, 523, 526, 527 and 529, they have opportunities to connect assessment of student learning with grouping and individualized teaching strategies. Through the courses, candidates become familiar with and knowledgeable about selecting and using appropriate materials and technologies for the students with exceptionalities in the general classroom. Furthermore, candidates learn about differentiated teaching strategies and lesson design to meet the needs of all students in the general classroom. Candidates apply this knowledge in each content area by engaging in a teaching and learning cycle that involves the candidates in 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 student's individual needs; as well as evaluating the success of the method and materials chosen. Candidates demonstrate their ability to implement this cycle with all of the learners in their classrooms and their ability to create individualized and differentiated instruction during the lesson plans for use in the accompanying field work and student teaching assignments.

Additionally, when student teaching (EDMS 565 and 575), it is expected that a candidate demonstrates understanding of appropriate assessment practices and differentiated teaching strategies for all students in their class including those with disabilities, and that s/he uses a variety of effective teaching strategies to organize the classroom so as to maximize the ability to work with the wide variety of students.

14(e) Through planned prerequisite and/or professional preparation, each Candidate learns the skills to plan and deliver instruction to those identified as students with special

needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

Candidates learn about lesson planning in the prerequisite EDUC 510 course. The CSUCI lesson plan format requires specific information about children with exceptionalities so that candidates are cognizant of inclusion of strategies to teach these students from the beginning of their planning (See Lesson Plan format, Appendix C). Candidates apply the learning acquired during SPED 345 about the most effective ways to deliver instruction to students with special needs and those who are gifted and talented. Activities in which candidates plan for the delivery of instruction to students with special needs and those who are gifted and talented occur during the teaching methods courses (EDMS 522, 523, 526, 527, and 529). Candidates must demonstrate that they are able to implement instruction for all children, including those with exceptionalities, in the classes to which they are assigned for student teaching. Their teaching practice must reflect that they are effectively helping students with special needs or who are gifted and talented access the core curriculum. Candidates are expected to differentiate instruction and make the necessary accommodations as they work within their classes and with the students.

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

Candidates are introduced to the social integration of students with disabilities in two courses, SPED 345 and EDUC 520. In SPED 345 Candidates learn for whom and when social integration is appropriate. In EDUC 520 Candidates learn the techniques and skills associated with social integration. To that end, several assignments cover the issue of social integration for all populations of students. In EDUC 520, Observing and Guiding Behavior, Candidates examine the structure of classes and how the organization of a class impacts student behavior and learning. They observe various kinds of class arrangements during the co-requisite field placement, EDUC 521, and discuss the effect on the social integration of children with special needs.

To gain experience in identifying and documenting behaviors students 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 throughout the Student Observation Assignment (EDUC 521). They use the tools they create to identify social behaviors for several students in the field placement. After data collection, candidates create a Classroom Management Plan incorporating the data and other information gathered from the cooperating teacher for their summative course assessment. Candidates address the social integration of children with special needs in their student teaching classrooms (EDMS 565 and EDMS 575). Moreover, through their own practice they are expected to demonstrate understanding of how children are appropriately included in the full range of school experiences.

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 School of Education has dedicated considerable resources to developing collaborative working relationships with our service area districts. We have developed a networking system for curriculum development, staff development, and teacher preparation. In the area of teacher placement, we have a Director of Field Placement who deals directly with district and site administrators to ensure that we have the best placements for our student teachers. In the Multiple Subject Credential Program, systems and structures are in place to identify strong cooperating teachers.

We place candidates in numerous school districts within our service region and we have strong, collaborative relationships in each case. Candidates are placed in exemplary classrooms for an initial and an advanced student teaching experience. In the initial placement, candidates are in the classroom full time for eight weeks and expected to “take-over” in the areas of Math, Literacy, and History, Social Studies and the Integrated Arts for a minimum of five continuous days. During the first eight weeks of this semester, candidates are in courses full-time over four days and at their assigned classrooms for at least one full day each week, receiving guided instruction from the cooperating teacher and university supervisor. During these first eight weeks, much of the classroom experience is spent completing methods course assignments, so that candidates can begin making the connection between educational theories and practice.

In the advanced placement, candidates are in the classroom full time for eight weeks and expected to “take-over” the teaching and learning for a minimum of two weeks. During the first eight weeks of each semester, candidates are in courses and expected to be in their assigned classrooms at least one day a week-receiving guided instruction from the cooperating teacher and university supervisor. Again, the emphasis during this initial period is on helping candidates to integrate theory and practice in the classroom setting.

15(a) During the supervised fieldwork sequence, all Candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in

program and/or prerequisite coursework. As part of the sequence, all Candidates complete individual assignments and group discussions in which coursework-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students' needs, interests and accomplishments; and (3) the observed results of the strategies.

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

In the EDMS 522 and EDMS 523 literacy courses, candidates are expected to complete case studies that require them to assess focus students, plan and implement an intervention, and then reflect on the results. All of the steps and strategies along the way are discussed in class in order to expand the learning for students.

A seminar accompanies both initial and advanced student teaching. During these seminars candidates have the opportunity to reflect on the knowledge and skills learned in courses in relation to the implementation in 'real' classrooms. During the seminars, candidates also reflect upon their student teaching experience and integrate their understanding of the teaching cycle: planning, teaching, reflecting, and applying what they have learned. Much of the collaborative exploration of issues and strategies that takes place between the candidates and the seminar instructor is driven by discussions about the main Teaching Event of the PACT TPA. Candidates share ideas with their peers for instructional plans, learning objectives and the content standards they are working towards, assessment data and analysis, as well as videotapes of themselves teaching a lesson in order to identify successes as well as areas for growth.

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

During supervised fieldwork, candidates are expected to plan lessons in various content areas, deliver those lessons during small group and whole class instruction, and reflect on the effectiveness of the lessons. Both the cooperating teacher and university supervisor expect to see completed lesson plans that are differentiated and provide equal access to all students. In the advanced student teaching placement, candidates are expected to plan and implement units of study that, whenever and wherever possible, integrate the disciplines. In both student teaching experiences, candidates develop proficiency in the Teacher Performance Expectations (TPEs). We have developed an evaluation tool for student teaching supervision that reflects the content of the TPEs that students are to practice and develop, as well as incorporate the elements of the TPA that are carried out in the classroom setting. Cooperating teacher and university supervisor, and the student teachers themselves, use this rubric to reflect on progress toward achieving those expectations.

15(c) During the supervised student teaching or internship, each Candidate is supervised in daily teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment of at least two weeks, commensurate with the authorization of the recommended credential. As part of this experience, or in a different setting if necessary, each Candidate teaches in public schools, experiences all phases of a school year on-site and has significant experiences teaching English learners.

Student teachers are placed at two different sites, one in an early years or primary years classroom and the other in an intermediate grade level, with at least one assignment being in a classroom that includes specialized instruction for English Learners. Our goal is for student teachers to experience as full a range of public school teaching as possible. Candidates remain in each placement for 16 weeks. In semester one, for the first eight weeks they are at the schools one day a week and throughout the second eight weeks, they are student teaching full-time. Additionally, during the first eight weeks, there may be extra observation time or classroom visits outside of class hours to ensure that each candidate has an opportunity to experience early reading and literacy instruction.

Candidates are required to take over for the entire day for a minimum of one continuous full week during the first semester field placement. In semester two, candidates have a similar pattern. For their advanced, second placement they are required to take over the classroom for the entire day for a minimum of two full weeks of teaching.

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

During EDUC 521 and at the end of the first eight weeks of classroom observation/participation prior to full-time student teaching, university supervisors and cooperating teachers use an Evaluation of Professional Dispositions form (see Appendix C) to rate candidates and give feedback on their professional dispositions. Additionally, throughout initial and advanced student teaching semesters, cooperating teachers and university supervisors work in tandem to ensure that student teachers are becoming progressively more competent to take over the classroom as they work with them. In both the initial and the advanced teaching assignments, the university supervisor meets with a candidate to discuss issues and concerns, conducts on-site conferences with the candidate and cooperating teacher to ensure that satisfactory progress is being made, and uses the Student Teaching Evaluation form (see Appendix C) to provide timely and progressive feedback to the student teacher about progress and readiness to take over the class.

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

As part of their university pre-requisite coursework, candidates are required to observe in classrooms and to work with students for a minimum of 45 hours. The EDUC 101 course is designed to ensure that candidates have documented experiences in various settings as observers and participants in the K-8 context. EDUC 521, the field experience co-requisite of EDUC 520, requires a school placement for one half-day per week for 16 weeks arranged through the Director of Field Placement office. This provides further opportunity for candidates to expand their classroom observation and participation experience. During student teaching, candidates experience two additional grade levels of classrooms; one experience is with grades K-3, the second is with grades 3-6, arranged so the placements are at least two grade levels apart.

15(f) Prior to or during the program each Single Subject Teaching Credential Candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement. Element Applicable to a Program with Supervised Internship Teaching.

Not applicable to the Multiple Subject Teacher Credential Program.

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

The Multiple Subject Intern Program is housed within the School of Education. Due to several changes in the teacher recruitment and skill needs in recent years, the opportunity for internships has not been available to Multiple Subject credential candidates. Previously, we have worked in close partnership with the Ventura County Office of Education to coordinate support provision, and still retain that collaboration. The Director of Field Placement is the main intern coordinator, working together with the Multiple Subject Program Coordinator, s/he is responsible for overseeing the partnership and ensuring that the needs of the districts and the student teachers are being served. Additionally, university supervisors work with and help the interns in the classrooms as they are instructing. In the intern model, the university supervisor and the intern coordinator work closely together to ensure the success of the student teacher in all aspects of teaching and managing a classroom.

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

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

Response

The CSUCI teacher preparation program is committed to ensuring high standards in both teacher placement and of university supervisors. Our university has established partnerships with numerous school districts in the region with whom we work closely to secure for our candidates placements with cooperating teachers who demonstrate effective teaching strategies and who understand their role in offering guidance, support, and fundamental direction on becoming a teacher. The participating cooperating teachers are chosen by the Director of Field Placement in consultation with university supervisors and school site administrators. Cooperating teachers are drawn from those experienced practitioners who demonstrate effective teaching and a willingness to assist in the preparation of student teachers. We believe that the field placement experience should be a mutually beneficial for both candidate and cooperating teacher.

University supervisors all have had successful experiences in the field as administrators and/or as teachers. Our university supervisors are also given instruction on the CSUCI program, TPEs and TPAs, setting high expectations for candidates, mentoring and coaching candidates, assisting a candidate who is experiencing difficulty and providing general support for both the cooperating teacher and the candidate. We have developed a Field Placement Handbook for both the cooperating teacher and university supervisor that describe their respective duties and responsibilities. (See handbooks, Appendix C.)

16(a) For all Candidates, program sponsors and cooperating school administrators select fieldwork sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, fieldwork assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

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

Our Director of Field Placement has considerable expertise. Since 2002, she has been responsible placing student teachers in Ventura and Southern Santa Barbara Counties. Additionally, she has served as a trainer for the Ventura County Beginning Teacher Support and

Assessment (BTSA) 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. They have also provided the opportunity for her to determine suitable and specific placements to meet the institutional requirements of CSUCI's School of Education and student teachers' needs. Selection of public schools for student teacher field placements is based upon at least the following criteria:

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

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

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

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

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

Cooperating teachers are selected through consultation between 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. Site administrators understand that, if they have nominated a teacher, it is a mutually agreed upon process ensuring that only those teachers with a willingness to guide a student teacher are selected. Potential cooperating teachers are asked to provide information to CSUCI by means of a data sheet. Factors determining the preliminary selection of cooperating teachers are:

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

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

Cooperating teachers’ selection is based upon the following criteria:

- The ability and willingness to meet regularly with the student teacher to plan and provide feedback on observed lessons, assessments, and other assigned responsibilities;
- A professional commitment to model and discuss effective teaching with diverse learner populations;

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

Site administrators understand that cooperating teachers must have three or more years of teaching experience and be exemplary in their craft and that selection is a mutually agreed upon process, ensuring that only those teachers with a willingness to guide a student teacher participate. If it becomes evident that a teacher is not demonstrating exemplary practices or is not willing to embrace the established guidelines for directing the growth of a new teacher, the Director of Field Placement works with the site administrator to correct the situation. We work to ensure that cooperating teachers are consistently following the guidelines put forth and are helping the candidates' steadily progress toward becoming good teachers.

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

In the agreement we have with the region's school districts, it is a requirement that only certified teachers are allowed to have student teachers. For placements with English Learners, the teachers are expected to hold CLAD certification or the equivalent.

16(e) Program sponsors and cooperating school administrators enable supervising teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for

students; theory-practice relationships in the program's curriculum; and effective professional communication with student teachers and intern teachers.

It is our goal that the teachers in the field who work with us have a thorough understanding of the effective practices for preparing pre-service teachers. The university supervisor at each site is expected to meet with the cooperating teachers and the site principal prior to the candidates beginning their experience. At this meeting, the university supervisor ensures that the cooperating teacher and the administrator understand the duties and responsibilities of the student teachers as well as the cooperating teachers. We anticipate eventually offering courses for cooperating teachers that may be counted toward a Master of Arts in Education program.

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential Candidates; (2) know and understand 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 Director of Field Placement ensures that the professional development of the cooperating teacher and university supervisor follows state guidelines. The professional development stresses an understanding of current educational theory and practice (including application of content standards, TPEs, and TPAs), expectations of the CSUCI School of Education, California's model of teacher preparation (standards and Learning to Teach model), mentoring, coaching, collegiality, and promoting reflective practice. It is our goal that the teachers in the field who work with us have a thorough understanding of the effective practices for preparing pre-service teachers. University supervisors assess the degree to which cooperating teachers know and follow these practices. Professional development opportunities are targeted to those teachers who need specific information and skills.

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. For example, each year the Director of Field Placement (and sometimes a full time faculty member) attends the Field Placement Directors Forum which focuses on assisting field supervisors' and cooperating teachers' in developing the skills of coaching student teachers and evaluating teaching performance in accordance with the 2042 Standards. Additionally, several supervisors, faculty, the Director of Field Placement, and the Director of the School of Education attend professional development workshops on methods of assessing teacher performance (i.e., PACT implementation); the Director of Field Placement, supervisors, and credential analysts attend annual BTSA and intern meetings sponsored by the CCTC.

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 school districts, university supervisor, cooperating teacher and school principals are fully aware of each of the requirements and all responsibilities involved in the process of working with pre-service candidates. We use at least three approaches toward establishing good communication. First, the Director of Field Placement works to ensure that districts and administrators understand the requirements for working with student teachers. Second, the university supervisor meets with the school principal and the cooperating teachers to go over roles and responsibilities. Third, we have created a handbook for cooperating teachers which includes the expectations, timelines and all of the candidate evaluation forms in order to help them plan effectively for having a student teacher in their classroom. (See Cooperating Teacher Handbook, Appendix C)

**Standard 17: Implementation of the Teaching Performance Assessment (TPA):
Program Administration Processes**

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 fieldwork progresses for Multiple Subjects candidates, the university supervisor along with the cooperating teacher offer feedback, advice, guidance, and direction to the candidates to ensure that they are ready to assume daily responsibility for teaching the class by the ninth week of both the initial and advanced student teaching experience. Before candidates are allowed to take over a class, they must be performing at a satisfactory level. We have established a structure for providing early warnings to candidates to let them know if either the cooperating teacher or university supervisor does not feel the candidate is ready for classroom take over. When a candidate is deemed not ready to take over the class, then the university supervisor, Director of Field Placement, and student teacher meet to discuss the concerns. Options for the candidate include an extension of the current placement or a new eight week placement, thus allowing further opportunity to demonstrate successful performance. A statement of concern is written that states the concern, identifies goals, and describes an action plan to help the candidate to be successful. Candidates who do not successfully complete the initial student assignment after two attempts are counseled out of the program.

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

Candidates are not allowed to enter the CSUCI Education Program until they have successfully completed the CBEST and all CSET requirements, or CSET with additional writing section option in lieu of CBEST.

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

Candidates are evaluated on their progress on a regular basis and need to show satisfactory ability to meet the Teaching Performance Expectations in order to be allowed to assume responsibility for the whole class. Activities that demonstrate competence on TPEs are distributed throughout the program's coursework and student teaching. In this way, candidates have multiple opportunities to demonstrate their competence on the major domains contained within TPEs before assuming daily responsibility for whole class instruction. Candidates are assessed on their competence in making subject matter comprehensible to students and assessing student learning in teaching methods classes specific to content areas, as well as in associated field experiences. Candidates demonstrate their ability to plan and design instruction (EDMS

522, 526, 527 and 529) and create and maintain an effective environment for student learning in their university classes (EDUC 520) and in associated field experiences (EDUC 521 and EDMS 562).

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 developing the CSUCI Credential Programs, particular attention has been paid to the TPEs and the TPAs established by the State. We have organized a matrix as a graphic representation showing which courses cover specific TPEs in our sequence of coursework. (See Appendix A) Additionally, TPEs are aligned with learner outcomes in course syllabi. (See Appendix B) Candidates receive feedback from their course instructors regarding their progress toward successfully meeting all course requirements. Candidates are not be able to make acceptable progress if they have not been able to successfully complete coursework and related TPEs. Culminating course assignments meet the requirements for Embedded Signature Assessments as part of the TPA portfolio.

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 placements, candidates are expected to move from observations, to one-on-one tutoring, to monitoring and teaching small groups, to large group instruction with the guidance and direction of the cooperating teacher and university supervisor. In the Student Teaching Handbook (see Appendix C) the timeline and sequence of events is laid out to help all parties understand how the complexity of the teaching process increases as candidates spend more and more time in the classroom, leading to a take-over at the end of the semester when candidates are expected to manage, organize and teach the whole class on their own.

18(b) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential Candidates address:(1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching

of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7:Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

Candidates have an opportunity to practice teaching strategies that cover all of the TPEs during the process of student teaching. As part of their field placement, candidates are expected to apply all of the TPEs and are rated and provided feedback verbally and as a written record via the Student Teaching Evaluation Form which was designed to address the TPEs fully. (See Multiple Subject Student Teaching Handbook, Appendix C.)

Additionally, candidates are expected to address the full range of TPEs through two literacy courses. They must show proficiency in monitoring student learning, developing a comprehensive and balanced language arts program, and address the needs of all students. The case study analysis and the management of a literacy program assignment are designed to provide candidates practice in the full range of TPEs in the teaching of reading and writing for all students. Candidates are fully prepared during the first of these literacy courses to pass RICA.

The TPE for English Learners is applied in EDUC 512 and EDMS 522 and 523 through the given assignments. Candidates are required to design an effective program, differentiate instruction, and use SDAIE strategies in ways that will enable English Learners to have access to a rigorous standards-based curriculum. Strategies for teaching and engaging all learners are embedded throughout the coursework in the Multiple 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. Standards of Quality and Effectiveness for Professional Teacher Preparation Programs California Commission on Teacher Credentialing September 6, 2001 33

Not applicable for the Multiple Subjects Program.

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

Assessment and evaluation of performance of the TPEs is a two-fold process. In courses, as candidates complete coursework they are assessed by instructors on designated TPEs. As part of the TPA portfolio, in EDMS 523, EDMS 527 and EDMS 529 candidates complete Embedded Signature Assessments, each of which focuses on assessing specific TPEs. Candidates must show satisfactory performance across all courses in order to be able to continue in the program.

In the field experience, candidates have opportunities to practice the program adopted TPA system (PACT) and to show satisfactory performance. University supervisors are trained as scorers and attend local PACT conferences. Therefore, they have extensive knowledge in the use of the set of standard rubrics and are able to ensure that candidates are meeting a satisfactory standard of effectiveness in order to be recommended for a preliminary credential. Any candidate not meeting a satisfactory standard is given opportunities to improve and be reassessed, ensuring that maximum support is available for successful completion. Candidates are expected to satisfactorily pass all courses and by the end of the initial field placement to show progress in their teaching performance during the practicum to be recommended for advancement to the continuing semester.

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

University supervisors are expected to guide and assist candidates toward meeting the TPA tasks. Each candidate is made aware that failure to satisfactorily complete the TPA could lead to not being recommended for a preliminary credential. Supervisors work closely with candidates in all aspects of the main teaching event of the PACT TPA: planning and instructional tasks are deconstructed and analyzed at post-observation meetings. During this time candidates discuss how the needs of all learners are being assessed and met and how the acquisition of academic language is supported, after which candidates send a reflection to their supervisors. The field supervisors provide timely feedback to candidates regarding their progress and help them to reach the expectations for successful completion of the program.

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

University supervisors are expected to use the provided Student Teaching Evaluation Form (see Appendix C) after formal observation of a teaching event to give timely, consistent, and critical feedback to the candidates regarding their performance on the TPEs. The information accurately reflects the teaching abilities observed and offer suggestions for improvement. Candidates are given opportunities to practice and improve as they are working on the skills described by 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, the Director of Field Placement and faculty ensure that there is frequent consultation regarding course assignments and completion of the TPEs. The involved parties create tasks that are beneficial in helping the candidates provide a service to the school as they are also learning how to become teachers. At their assigned school sites, university supervisors are in frequent contact with the administrators as well as the cooperating teachers and consult about the appropriateness of the teaching assignments and tasks required of the candidates. Feedback is brought to the regular supervisors' meetings facilitated by the Director of Field Placement. As the need arises, assignments are adapted to meet the changing needs of the field to ensure that our candidates are ready to enter the induction program.

Program Standard 19: Assessment 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.

Response

CSUCI has chosen the Performance Assessment for California Teachers (PACT) as the teacher performance assessment system to be followed by the Multiple Subject Credential Program in order to determine the level at which Candidates have acquired the knowledge and skills described by the TPEs, and how effectively these have been incorporated into their teaching performance. PACT consists of six independent but related tasks of the cyclic work of teaching: understanding the Context for Learning; Planning for Instruction and Assessment; Instructing Students and Supporting Learning; Assessing Student Learning; Reflecting on Teaching and Learning; Developing Academic Language. For the initial years of implementation, the content area chosen for the main Teaching Event in which all six PACT tasks are assessed is Elementary Mathematics. Ultimately, candidates will have the choice of preparing teaching events in Elementary Language Arts or other curricular areas as the formal assessment protocols become available. To ensure validity, accuracy and fairness in the implementation, scoring, recording and reporting of the assessment instrument, CSUCI School of Education facilitates and supports multiple opportunities for all Multiple Subject Program faculty (which includes course instructors and field placement supervisors) to become informed and trained in PACT practices and protocols. Cooperating teachers are informed about the TPA by university supervisors as well as through written information disseminated to participating schools by the Multiple Subject program.

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

Teaching performance assessment tasks of PACT are integrated distributed throughout the entire Multiple Subject program. Multiple Subject faculty (which includes all instructors and university supervisors) collaborate to support candidates' understanding of the various PACT teaching event components, and to participate in the process of teaching performance assessment.

The culminating, main Elementary Mathematics Teaching Event (TE), comprised of a series of related tasks, is completed independently by candidates. However, opportunities to become familiar with and practice the six component tasks are embedded throughout the program's courses with additional, required Embedded Signature Assessment tasks (ESAs) embedded into methods courses. In each of the three core areas not addressed in the TE, namely literacy, social

science, and science, candidates complete one ESA, focusing on the task of planning, instructing, or assessing.

Candidates become familiar with elemental parts of the six main TE tasks and the accompanying assessment instruments during the seminars, EDMS 566 and EDMS 576, which are co-requisites of the student teaching field placement assignments, EDMS 565 and EDMS 575. During the initial field placement, EDMS 565, Candidates practice several of the TPA tasks under the direction and mentoring of their Cooperating Teacher and University Supervisor. During the advanced student teaching placement assignment, EDMS 575, candidates complete all tasks for the TE and, with guidance from EDMS 576 seminar instructor and submit their completed PACT portfolio for assessment

The following table shows where the component teaching performance assessments are integrated into the Multiple Subject program courses (also detailed in Appendix D, “Integration of PACT Components in Multiple Subject Program Coursework”).

Integration of TPA tasks into the Multiple Subject Program courses

MS Program Course		Integrated PACT TPA Task	
EDMS 522	Literacy 1	Context for Learning	Task 1
EDMS 523	Literacy 2	Assessment of Learning	ESA / Task 4
EDMS 526	Mathematics	Planning mathematics unit	Task 2
EDMS 527	Social Studies	Planning for Instruction and Assessment	ESA / Task 2
EDMS 529	Science	Planning for Instruction and Assessment	ESA / Task 2
EDMS 565	Initial Student Teaching assignment	Instruction Reflection	Task 3 Task 5
EDMS 566	Initial Student Teaching seminar	Planning for Assessment Assessment of Learning Developing academic language	Task 2 Task 4 Task 6
EDMS 575	Advanced Student Teaching assignment	Main Teaching Event	All 6 PACT Tasks
EDMS 576	Advanced Student Teaching seminar	Creating timeline for TPA completion Submission of TPA portfolio	

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 receive full training from the Lead Trainer. In order to maintain consistency of scoring among previously trained assessors and to reinforce the established passing standard, each scoring session begins with a calibration exercise. The Lead Trainer randomly selects and examines a scoring form from each

scorer in the Multiple Subject Program. When selecting scoring forms, priority is given to new scorers and any scorer who required more than two attempts to calibrate. When examining the selected forms, the focus is on the match of evidence recorded to the scoring level selected. In order to improve their ability to record evidence and/or to match the evidence to a score level, the Lead Trainer discusses 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 (IDEA), candidates with disabilities are 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 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 equal access opportunities for candidates 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 ADA, 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 E), the candidate provides written disability verification to DAS, and if it supports the need for Exam Accommodation, the DAS issues a Determination of Accommodations Form. Candidates retain the original form for the specified time period, and present this accommodation form to their Education Program instructors during the first two weeks of each semester. Based upon the written disability verification, the DAS makes specific disability appropriate recommendations on the Determination of Accommodations form. The candidate is advised to discuss these recommendations with program instructors in regards to the PACT-TPA assessment.

Accommodations are individualized so as to be appropriate and adequate for each candidate with documented disabilities recognized under the ADA. 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 sized 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 and 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.

Materials submitted for scoring are only identified by candidates' student identification numbers. Prior to distribution of TEs to scorers, a check is made to ensure that the candidate has not been supervised in student teaching by either the cooperating teacher or university supervisor assigned to score a submission. When materials are scored, scorers first look at the videotape submitted as evidence for PACT Task Three (Instructing Students and Support Learning) 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.

The PACT scoring system is utilized. This includes rubrics, benchmarks, scorer recruitment and training protocols, and a scoring process. Three 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 is one designated Lead Trainer for Elementary Mathematics. Initially, CSUCI's Multiple Subject Program is implementing only the Elementary Mathematics Teaching Event, and using PACT's template of twelve rubrics. Scorer training is 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 maintains at least one qualified Trainer-of-Trainers. The Trainer-of-Trainers attends training sessions offered by the PACT consortium. The trainer(s) collaborate with the Director of the School of Education to recruit and train a sufficient number of qualified scorers to ensure that PACT TEs are double scored as required. Scorers are recruited from tenure line and adjunct faculty based upon the criteria below. In addition to CSUCI faculty, the program also recruits, trains, and maintains a group including such people as cooperating teachers, school site administrators, program graduates, Masters' Candidates in the CSUCI Education Principal Leadership program, and district support providers to assist with the scoring of TEs. These outside 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 of working with student or beginning teachers
- Experience with the CA TPA or the PACT TE, either as a cooperating teacher, administrator, support provider or credential candidate.
- Completion of an approved two-day training and calibration program.

Scoring of Embedded Signature Assessments is conducted with the same rigor and subject to the same protocols as the main Teaching Events. ESA tasks are jointly planned by instructors within the same content area. Rubrics are available for all core content areas, with Science and Social Studies based on the criteria used in PACT rubrics for the main Elementary Literacy and Mathematics TEs. These were field tested and reviewed during Spring semester 2008. Course instructors score the ESA in their course. All methods courses instructors, whether adjunct or full time faculty, participate in the same scoring training sessions as the TE scorers. Scorers, who are drawn from instructors and the community cadre indicated above, are subject to the same selection criteria and participate in the same level of training and calibration described below for all TE scorers but using materials and rubrics designed specifically for the ESAs.

In Spring 2008 semester, MS faculty and fieldwork supervisors began attending Training of Trainers sessions held by the PACT Consortium. With at least one lead scorer for the Multiple Subject credential program and a cadre of trained scorers, we believe it will not be necessary to go outside CSUCI for scorers.

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

In Fall 2008 the Multiple Subject program implemented TaskStream as a PACT scoring portal. TaskStream provides complete scoring rubrics and other resources that facilitate scoring of the PACT TE. During the training, calibration, and scoring process, this provides 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 are only identified by candidates' 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 cooperating teacher or university supervisor. Then when materials are scored, scorers 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.

19.4 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.

Each year, CSUCI submits 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. The CSUCI faculty will examine the results of the PACT analysis report to determine those areas in which the program should improve the instruction or supervision of candidates due to candidates' consistent difficulties on aspects of the TE.

CSUCI faculty, supervisors and other scorers are actively involved in PACT training activities throughout the year. Ongoing training of scorers and benchmarking sessions serve to ensure that scoring abilities are being recalibrated, thereby improving scoring reliability over time and between scorers. Since the Multiple Subject program has fewer than 100 candidates from the combined semester cohorts, supervisors and faculty work closely with candidates to monitor individual performance. This close working relationship allows supervisors and program faculty to be knowledgeable of each candidate's development. The resulting formative knowledge of each candidate's progress allows for timely, personalized intervention and monitoring of any

individual requiring additional support. At the end of each scoring, all scorers meet to summarize common issues found among the candidates TE.

Using the data from PACT analysis reports and the summaries of scorers' reports, the MS faculty meet with supervisor and scorer representatives early in each academic year to update plans for implementing activities that support candidate preparation and to ensure the inclusion of PACT elements as assignments in existing courses and seminars throughout each semester.

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.

Through the pre-requisite courses EDUC 510 (Learning Theory and Development Applied in Multicultural Contexts), EDUC 512 (Equity, Diversity, and Foundations of Schooling), and EDUC 520 (Observing and Guiding Behavior in the Multilingual/ Multicultural and Inclusive Classroom), MS candidates are introduced to the Teaching Performance Expectations (TPEs) and the relationship of the TPEs to the California Standards for the Teaching Profession. In the initial student teaching seminar, EDMS 566, the TPEs are again distributed to candidates as attention is drawn to the relationship between the TPEs and the component tasks of the TPA. There is a continuing emphasis on TPEs and their relation to teaching standards in all Multiple Subject methods courses and student teaching seminars.

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 and the PACT website, (www.pacttpa.org) e.g., *Procedures for Classroom Videotaping, Making Good Choices*.

At CSUCI, an overview of PACT, the Candidates Handbook for the Elementary Mathematics Teaching Event and other PACT published supporting materials are distributed electronically through Blackboard technology and candidates are provided with copies of the rubrics, as well as materials for distributing to school principals and cooperating teachers that describe PACT and the protocols for obtaining video-taping permission from students' families. These latter materials are made available in English and Spanish.

CSUCI teacher candidates are introduced to the PACT Teaching Event during the initial bi-weekly student teaching seminar (EDMS 566). Candidates are required to download and read assigned sections of the TE Handbook in the Elementary Mathematics area, as well as the aligned rubrics. Seminar instructors clarify and assist candidates' comprehension of the assessment purpose and demands involved in completing the PACT teaching event. Candidates in the advanced student teaching seminars (EDMS576) have further opportunities to develop their understanding of the TE through structured activities that scaffold their comprehension of the standardized directions related to the TE tasks for Elementary Mathematics.

Candidates also 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 adjunct faculty with prior experience in scoring performance assessments for teachers in California (e.g., TPA, PACT). In their meetings supervisors work closely with their assigned

candidates to provide guidance and clarification and address the various tasks of the TE. They check candidate progress regularly throughout the period, giving specific content-related information that assist in clarifying the particular demands of tasks involved in the TE. The close involvement with small groups of candidates throughout the TE ensures that supervisors are able to intervene with candidates who do not clearly understand 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 was added to the MS Handbook at the beginning of 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 without the prior consent of individual teachers are not released 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.

EDMS 566 seminar meetings are devoted to assisting elementary candidates in understanding the PACT documents and how they will be operationalized in their field placements during their first and second semesters of student teaching. Methods courses explicitly focus on the required elements of the PACT TE (see Appendix D, "Integration of PACT Components in Multiple Subject Program Coursework"). Candidates 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 require candidates to focus on various components of the PACT and in preparation

for the PACT TE. Throughout class and seminar sessions, candidates are 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 F). The form attests that the candidate had primary responsibility for teaching the class during the period documented in the Teaching Event, that the video and the 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. These forms will be verified by cooperating teachers and fieldwork supervisors who work closely with the candidates during student teaching; they will be collected by seminar instructors and stored securely by the Credential Office for a period of seven years.

Because the candidate's work takes place in an educational context where candidates are being taught to teach, and because we believe in encouraging collaboration in teaching, we use the Guidelines on Assistance to Candidates Completing Teaching Events (see Appendix G) that have been developed by the PACT consortium and which are being utilized 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 are made available each semester in both paper and electronic form to candidates, faculty, fieldwork supervisors, and cooperating teachers, as indicated in our response to Standard 19.5.

PACT is administered in accordance with CSUCI Senate Policy on Academic Dishonesty (see Appendix E). 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 candidate to show possession of a level of knowledge or skill that he/she does not possess." (Appendix H, SP01-57) In accordance with this policy, candidates 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 consult with the Director of the School of Education and/or the Lead Scorer to report their suspicions. Further investigation of the matter includes 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 for Student Affairs or their designees, and 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 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 will not be revised unless instruction is also needing revision.*
Academic Language	Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)

* Guiding Question 9 (Reflection 1) on the 2009 version of the rubrics is based exclusively on the Daily Reflections, 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, a third scorer will score either the entire TE or just the non-passing task(s) depending on the degree of agreement and the number of non-passing tasks.
- MS candidates will be notified of their scores on an individual basis.
- Candidates will meet individually with the Director of Field Placement or a Multiple Subject Program coordinator to discuss their scores. Scores will be detailed on the PACT score reporting form that candidates download from TaskStream to keep for their records. A blank copy of this form (see Appendix I) will be available to candidates in the CSUCI Multiple Subject Program Student Teaching Handbook. The Credential Office will retain a copy of the 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 instructor. 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 instructor or university supervisor.

If the candidate does not pass the performance assessment a second time, s/he will not be recommended for a teaching credential. The candidate will meet with either the Director of Field Placement or a Multiple 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 will be done in writing within seven days of the score being released to the candidate. The appeal letter will be directed to a coordinator of the Multiple Subject program or the Lead Trainer.

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 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 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 process¹ at a local campus 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 TE by a trainer external to the local program. The re-scoring of the TE will occur within a month of the original appeal to allow the candidate time to re-submit a task or an entire TE should the re-scoring also 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. All TEs are independently scored at least once by trained and calibrated scorers. At least 15% of the Multiple Subject candidates' Teaching Events are designated for double scoring and distributed across scorers. All TEs with scores that do not

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.

meet the established passing standard are double scored, and the evidence reviewed by the Lead Trainer. Additionally, TEs that are just above the passing standard are double scored. Finally, in instances where scorers are undecided as to whether the candidate should be awarded a 2 or a 3 overall, or a 3 or a 4 overall, double scoring occurs. If the aforementioned instances do not account for 15% of the total number of submissions, then a random sampling from the remaining submissions are double scored. A random sampling of at least 15% of the MS Teaching Event tasks used as Embedded Signature assessments (ESAs) in the core subject areas of Literacy, Social Studies and Science are also double scored. This 15% includes all failing tasks.

By examining the scores for TEs that were double-scored, and by conducting “read behinds” for scores discrepant by 2 or more score points, trainers monitor the double scoring. The Lead Trainer identifies any scorers who are drifting and subsequently work with those scorers to achieve calibration. This involves discussing discrepant scores and helping the individuals with scoring issues that appear to be problematic for them, for example, understanding the differences that determine levels on rubrics.

Reliability across campuses. To ensure that scoring is calibrated across campuses, all PACT trainers participate in a central audit of all failing Teaching Events and a randomly selected stratified sample of 10% 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 are 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 Multiple Subject Credential Program at CSUCI maintains a community of qualified scorers that includes 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 of working with student or beginning teachers
- Experience with the CATPA or PACT TE, either as a cooperating teacher, administrator, support provider or credential candidate.
- Completion of an approved two-day training and calibration program.

For the additional Multiple Subject (MS) Teaching Event tasks, assessors are selected from MS supervisors or MS methods course instructors who have completed training and are calibrated to score the Elementary Literacy or Mathematics TE. In addition, MS methods course instructors who are K-8 specialists, who have completed training, and who are calibrated to score the related Teaching Event (English-Language Arts, History-Social Science, or Science) are eligible to score the relevant MS Teaching Event task.

To ensure the consistency of the performance of assessors, scorers for the Multiple Subject Credential Program TEs meet each semester as a group to calibrate their scoring. During the training process, scoring consistency is ensured through multiple opportunities for the group to calibrate scores on sample TEs provided by PACT. If scores are discrepant, a qualified third scorer is employed. Discussions of the scores between the three scorers are facilitated by the Lead Scorer and/or CSUCI's Trainer of Trainers.

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. A full-time faculty member who has completed a Training-of-Trainers module for the MS credential area conducts the training.

For the additional three core subject-area MS Teaching Event tasks, assessors will be selected from MS supervisors or MS methods course instructors who have completed training and are calibrated to score the Elementary Literacy and/or Mathematics. CSUCI will have at least one full time faculty member in each content area (Mathematics and Literacy) who will be a qualified Trainer-of-Trainers.

Both the Mathematics and Literacy Trainers-of-Trainers will attend regular training sessions offered by the PACT consortium and assist in training sessions at other consortium institutions. These trainers will work with the Director of the School of Education and the Director of Field Placement to recruit and train sufficient numbers of qualified scorers for Mathematics and Literacy to ensure that PACT TEs can be double scored when required.

As of AY 2008-09, MS candidates upload their TEs to the TaskStream portal and scorers use the scoring utility. A scorer training session is conducted during the first half-semester, in time for scoring the candidates' TE materials. Training and calibration sessions are 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 read the benchmarks in advance.

Day 1

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

Day 2

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: calibration TE to be completed and submitted to the Trainer

The scorer trainings are comprised of 4 modules of 1½ - 2 ½ 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:

Overview of Rubrics and Scoring Process lasts about 1½ hours 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.

Understanding Level 2 lasts about 2½ 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.

Understanding Level 1 lasts about 2½ 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.

Understanding Level 3 lasts about 2½ 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.

The calibration Teaching Event is scored again and submitted to the Trainer for evaluation.

Through TaskStream’s Portfolio web portal, the benchmark and calibration teaching events are scored online during the two-day training session. As scoring takes place, the session trainer has real-time, synchronous visibility of all the scores being awarded to each teaching event. This allows the trainer to monitor the calibration of each scorer as they progress through the training materials. TaskStream’s web portal permits the TaskStream Coordinator to assign teaching events 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 MS assessors at CSUCI complete PACT scorer training as described in responses to Standards 19.3, 20.1, and 20.2. The scorers are familiar with the content pedagogy in the teaching and learning portrayed in the Teaching Event. PACT assessors are matched to candidates by credential area so that scorers are familiar with the content knowledge and pedagogy in the teaching and learning portrayed in the TE.

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

The MS faculty draw upon the expertise of the Lead Trainer in the content area as well as methods instructors who are trained as scorers. Potential scorers are recruited also from the local

pool of educators who meet the criteria described in the response to Standard 20.1. Personal requests to participate are 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 undergo a recalibration process. The Lead Trainer reviews the scoring of the Teaching Event by the scorer in question, which triggers recalibration. Feedback is provided on their strengths and weaknesses as a scorer. Following the feedback meeting, the scorer scores a pre-scored TE and the Trainer evaluates the scoring evidence and scores presented. This process is repeated as needed.

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

Each semester in CSUCI's scoring sessions, every assessor's scores are monitored through noting the outcomes of double scoring occurrences and the Lead 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 are also 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 are distributed and the persons responsible for ensuring that distribution occurs as needed each semester.

Distribution of procedural information and materials to:	Responsible person(s)
Instructors	MS Program Coordinators
University supervisors	Director of Field Placement
MS Candidates	Methods course/seminar instructors
Cooperating teachers	University supervisors
Scorers	Lead trainers

The School of Education supports PACT scorer training each semester. The cadre of scorers includes MS 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 support a minimum of one faculty member to be prepared as a lead trainer in each of the two Elementary content areas (Literacy and Mathematics). We currently have three trainers prepared to oversee scoring in Elementary Mathematics. This facilitates the scheduling of scorer training sessions each semester. In order to support candidate preparation, MS faculty, instructors and supervisors 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 Field Placement (DFP) oversee the PACT implementation, scorer training and reporting. The DSE ensures 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 are paid a stipend for each TE scored. The DFP oversees the reporting of PACT results to individual candidates. The Director of the School of Education oversees 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) oversees the security of PACT results, which are 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 MS credential graduate with an individualized PACT score report via TaskStream (see Appendix I) and a detailed assessment of their performance addressing each of the twelve 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 are 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 scoring feedback documents are lost by a candidate, 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 stating "passing score" is included on each successful candidate's credential application.

As noted in the response to Standard 19.5, the School of Education does not provide PACT scores directly to induction programs or potential employers. Summaries of PACT results are maintained in a secure database by the Credential Office. Summaries of the results are used by the MS program for improvement activities and are 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 MS 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 Multiple Subject candidate is included in Appendix I. The TE score report lists not only scores but the text of the rubric level descriptor which describes the performance. This descriptive text provides a profile of strengths and weaknesses relative to the Teaching Performance Expectations (TPEs). The TE report is similar across credential areas, although in addition to receiving this report, Multiple Subject candidates will receive additional reports for the Embedded Signature Assessments (ESAs) embedded in each of the three core areas not addressed in the TE.

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

The Multiple Subject Program Coordinators and the Director of Field Placement have consistent interaction with the Ventura County Induction Program leadership. The Director of BTSA participates in the Advanced Student Teaching Seminar (EDMS 576), presenting information to MS credential candidates. This facilitates the transition of CSUCI graduates into initial employment and the induction support program. The Ventura County Director of Teacher Support sponsors the Lead 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. Meetings are scheduled for Spring 2009 to determine how candidates can use their reflections to inform the induction program.

The School of Education provides summary assessment reports to Induction Program leaders and discusses how these reports can be most effectively used to foster the continued professional development of MS 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.

In addition to satisfactorily completing all program entrance requirements, Multiple Subject credential candidates must pass their PACT TE as one exit requirement before they can be recommended for a California teaching credential (as noted in the response to Standard 19.8). Further, credential candidates must complete the following exit requirements as well, before being recommended for a credential.

- 1) Complete all required course work and field experiences with a minimum 3.0 GPA, and for student teaching be awarded a grade of "Pass."
- 2) Earn passing ratings on the supervisor's summative evaluation of student teaching. This evaluation form (see Appendix G) is correlated with the thirteen CCTC Teaching Performance Expectations and is aligned with the elements of the PACT TE.
- 3) Earn a passing score on RICA
- 4) Successfully complete Infant, Child and Adolescent CPR training

Notification of PACT results and satisfactory completion of these additional requirements are forwarded by a Multiple Subject Program Coordinator to CSUCI's MS credential analyst. This credential analyst is 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. Within the Multiple Subjects credential area, scores are reported by the content area of the Teaching Event (i.e., Mathematics and Literacy) and sub-element (Planning, Assessment, Instruction or Reflection) for each core curriculum content 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 MS faculty will be presented with the PACT summary report at their first meeting each fall quarter. When data become available, the prior-year PACT results will be analyzed for trends that have occurred over previous years; these results will lead MS faculty to make specific recommendations for changes in course syllabi and program organization (See 19.4). Course changes will be implemented by the responsible faculty and will be monitored by the Coordinator of the Multiple Subject Program.

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

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.

Beginning Fall 2008, the Multiple Subject program implemented TaskStream as a PACT scoring portal. TaskStream provides an archiving capability for both the individual candidate PACT portfolios as well as scores assigned to candidates. This system can indefinitely maintain records of qualified scorers, track scores assigned by individual scores, and enable CSUCI to maintain longitudinal data of candidate scores. A copy of the submitted PACT TE will be maintained in the candidate's secure TaskStream file. A faculty member has been assigned to coordinate and provide training for TaskStream, as well as coordinate all aspects of PACT planning and training. Creating this Coordinator position will assist the School of Education in ensuring consistency in organizing the implementation and maintaining and documentation related to TPAs.

Qualified scorers are entered into the TaskSteam database. They are assigned to review and score a given number of PACT portfolios for which they are trained (i.e., Literacy and Mathematics TEs as well as other core area ESAs). For each PACT portfolio, the assigned scores are displayed. Scores for an individual candidate or for a group of candidates completing a specific PACT TE are displayed online and can be exported as a spreadsheet. Both the online system and the spreadsheets provide longitudinal databases showing individual candidate scores, group scores compiled by content area, cohort year group scores, and by scorer data.

The Credential Office staff maintains candidate records for all credential candidates for a time period of seven years. Such records are held in a secure file system that can be accessed only by authorized staff. Electronic records required for candidates, including if PACT is passed or not, will be maintained on a secure university server. Any use of these materials for purposes other than for licensure and program improvement (i.e., research or professional development) is 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 Trainers, the Director oversees the training and calibration and fair assignment of scorers, arrange remedial procedures for candidates who fail PACT, and in conjunction with the TaskSteam Coordinator maintains the security of PACT TE materials as well as individual candidate assessments. The Director of the School of Education has overall responsibility for ensuring the security of the PACT materials and the integrity of the assessment process.