

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROFESSIONAL TEACHER PREPARATION
PROGRAM PROPOSAL**

SINGLE SUBJECT TEACHING CREDENTIAL PROGRAM



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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 (CSUCI) welcomed its first students to the first four-year public university in Ventura County that is also the first new U.S. public university to open in the 21st Century. Members of the CSUCI faculty, administration, surrounding K-12 educators and community had the unique opportunity to spend 2001-2002 planning and designing a teacher education program that is consonant with the mission and values of California State University Channel Islands. The CSUCI learning community has exercised the opportunity to construct a program that addresses the varied needs of diverse learners and their academic competence in a socially and technologically situated society. We are committed to a paradigm for teacher education that embraces a perspective that is inclusive, student-centered, and committed to excellence. This commitment extends to the Single Subject Credential Program.

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

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

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that

facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

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

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

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

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

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

Core Values

The faculty of the Teacher Education Program believe that:

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

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

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

Program Elements for Standard 1: Program Design

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the 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 curricula, reduced class size, greater accountability, district needs, and the rich diversity in California, the faculty members at California State University Channel Islands (CSUCI) in consultation with local districts, and members of our community, have collectively designed a course of study for the Single Subject Credential Program designed as an integrated course of study that reflects and builds upon our mission.

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

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

Admissions Requirements

Admission requirements for the credential program include:

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

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

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

4. Prerequisite Courses in Education (13 units). Before entering the program, the candidates are required to complete the following pre-requisites or provide evidence that a similar sequence of study has been completed at another institution. If taken at CSU Channel Islands, the courses must be completed within seven (7) years prior to beginning the program with a grade of “C” or better. If an equivalent course at another college or university has been taken, it must have been completed within five (5) years prior to beginning the program.

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

SPED 345- Individuals with Disabilities in Society. Major types of disabilities and giftedness, including definitions, causes, characteristics, and educational implications. Disability perspectives, social, legal, and educational considerations of disability issues.

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

EDUC 520 – Observing and Guiding Behavior in Multilingual/Multicultural and

Inclusive Classrooms. Through this course students observe children's behavior in multicultural/multilingual and inclusive classrooms, learn and apply assessment principles and tools; learn how to guide children's social behavior; and communicate with families. A one-unit field experience: EDUC 521 is taken concurrently with this course.

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

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

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

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

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

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

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

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

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

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

the interview.

Program Design and Sequence

The program described below will be implemented in Fall 2007. In the current program the Student Teaching Seminars (EDSS 571 & 581) are one unit each and the total unit-load for full-time students is 30 units.

The program is designed and sequenced to offer candidates the foundational information they need to be successful in the classroom and the advanced knowledge they will need in order to be successful educators. The program is designed as 32 sequenced units. The first semester for a full-time student consists of 16 units. Coursework is front-loaded in the semester into a concentrated eight weeks of study along with a one day a week (or two-half days) of field observation in a middle school disciplinary classroom. Students are enrolled in two three-unit courses, one two-unit course, a six-unit field/student teaching experience at the middle school level, and a two-unit student teaching seminar. The Student Teaching Seminar is designed to allow time for students to engage in weekly dialogue, discussion, and reflection with fellow cohort members and faculty supervisors. The seminar is also the mechanism to introduce the students to their portfolio assessment requirements. The second eight weeks are spent full time in their middle school placement as student teachers. Students take planning and teaching responsibility for all of their cooperating teacher’s courses for four of the eight weeks.

The second semester for full time students is designed exactly as the first semester; however, students are placed in high schools for the field experience and student teaching.

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

Full-Time Single Subject Credential Program (32 units)

To begin Fall 2007

First Semester (16 units)	Units
EDSS 530 General Secondary School Methods	3
EDSS 53_ Content Methods I (531 = Math; 532 = Science; 533 = English)	3
EDSS 560 Access to Learning: Special Needs Learners	2
EDSS 571 Student Teaching Seminar Middle School	2
EDSS 575 Student Teaching Middle School	6
Second Semester (16 Units)	Units
EDSS 540 Literacy in Secondary Schools	3
EDSS 54_ Content Methods II (541 = Math; 542 = Science; 543 = English)	3

EDSS 550 Access to Learning: English Language Learners	2
EDSS 581 Student Teaching Seminar High School	2
EDSS 585 Student Teaching High School	6

Theoretical and Scholarly Basis of Program Design

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

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

Historically, a primary role of the schools in an industrial society was to sort students into groups roughly equivalent to adult work groups (Giroux, 1998). Thus, grading and tracking practices were developed which constrained teachers' expectations for students and created self-fulfilling prophecies regarding student learning (Rist, 1969). Today's schools face quite a different challenge. Rather than sorting learners and accepting lower expectations for many, schools are expected to teach *all* students, via equal access to standards-based content core curricula, including those who previously have not experienced maximum benefit from their educational experiences, to use their minds well and to be informed problem posers and solvers (Freire, 1970).

An underlying belief that drives our conceptual framework is that all teachers must believe and practice a philosophy that *all students can learn*. This Teacher Education program incorporates current theory and practice for teaching and learning in K-12 classrooms based on this belief. Further, teachers cannot be expected to teach students to use their minds well if the teachers themselves are not allowed to do so. Thus, we have designed a program that utilizes current adult teaching and learning theory. We have designed a program of teacher education that allows for the creation of school environments in which teachers are expected to be continuous problem posers and problem solvers, and to collaborate with their colleagues to assure that all students learn the skills that are essential for a meaningful and productive adult life.

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

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

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

Teacher Quality Leading to Success For All Students

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

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

At the core of our program is a problem-posing approach to teaching/learning/leading and collaboration that contributes to the development of a more democratic, more just society (Apple, 1990; Friere, 1970; McLaren, 1994; Giroux, 1992; Sleeter and Grant, 1993). As a matter of achieving a *professional ethic*, our teacher candidates are taught the responsibilities and expectations of teachers in a *community* where *collaboration* is part of an on-going approach to improving teaching and learning for our students. Our cohort model, an emerging feature of our credential program, teaches candidates *collegial problem posing* and *problem solving*. It should be noted that this and other features are built on collective and prior experiences of the Education faculty at CSUCI and builds further on scholarship in the area (Rios et al, 1998; Castaneda et al, 2002; Keller, Quintero, & Karp, 1995). At the core is *reflective teaching* that is the continual reflection on goals and strategies aimed at professional renewal and improved practice. The development of a professional ethic

becomes part of the professional practice and teacher leadership modeled by our faculty as they mentor our teacher candidates into a process of life-long learning that is personally and professionally relevant and connected to their future as professional educators.

Socio-cultural Contexts for Teaching and Learning

Developing a socio-cultural context for learning allows our candidates the opportunity to practice teaching strategies in real world settings, working with students in *directed, guided field experiences that are directly linked to course content*. Consistent with the core values, the credential program places special emphasis on *multicultural and multilingual education, English language development and inclusion*, and pedagogy, curriculum and instruction that is grounded in recent research findings. The areas of first and second language acquisition across the curriculum, and effective instruction in multiple-language classroom and school settings are based on community need and scholarship in the field (Berman and Weiler, 1991; Cummins, 1994; Faltis and Hudelson, 1998; Garcia et al, 1999; Krashen, 1994; Ramirez et al, 1993; Hakuta, 2000; Tomas Rivera Policy Institute, 2002). Issues of sociocultural communication and interaction serve as a fundamental theoretical foundation (Carrasco, 1981; Cazden et al, 1984; Delgado-Gaitan, 1989; Erickson, 1983; Garcia, 1996; Mehan, 1979; Moll, 1988; Philips, 1983; Trueba, 1987; Castaneda and Rios, 2002; Trent, Rios and Castaneda, 2002). As the numbers of English Language Learners continues to grow in California and the country, a critical need exists for education programs, practices and curricula that address the needs of students from various language, culture and ethnic groups in monolingual, bilingual, and multiple language school settings. Inclusion of students with special needs in daily classroom contexts further exemplify the need to create constructive and positive social-cultural contexts for learning (Garnett, 2000; Parsons and Castaneda, 1997; Stout, 2001; Stainback & Stainback, 1996; Zionts, 1997; Villa & Thousand, 1995).

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

Principles of Teacher Development

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

The development of teachers incorporates a variety of the underlying program features. First, candidates are prepared to facilitate learning. A facilitator of learning is more than a learned

person (Barth, 1990, 1997; Darling-Hammond, 1998; Dewey, 1916). According to Danielson (1996) and Cruickshank (1985) the art of facilitating lies at the core of mastering the varied complexities of teaching. During the preservice years, candidates acquire and utilize the knowledge, performances, and dispositions of teaching required to effectively facilitate learning and effectively begin their career paths toward achieving mastery in teaching (Darling-Hammond, Wise, & Klein, 1995; Interstate New Teacher, 1992).

At the core of “facilitator of learning” are four essential understandings that candidates must demonstrate in order to become effective facilitators of learning (Cochran, DeRuiter, & King, 1993). First, is a solid foundation of subject matter content comprised of (a) substantive knowledge (e.g., facts, ideas, theories), (b) knowledge about what specialists do in their field, (c) the nature of the knowledge in the field, and (d) the meaning of teaching and learning the subject (McDiarmid, 1989). (Demonstration of subject matter competence occurs prior to admission to the fifth year program.) Second, candidates need a strong base of knowledge related to the students they teach. This is comprised of behavioral studies (e.g., psychology, sociology, anthropology, economics, and political science) and humanities studies (e.g., foundations of education, philosophy). Third is knowledge of pedagogy. This is defined as involving “both art and science in teaching” (Rubin, 1985). The “science” aspect of teaching of pedagogy is comprised of candidate’s “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; Schon, 1983). The final major understanding is knowledge of the environmental contexts for learning (Cochran et al, 1993) that was discussed earlier.

Application of Principles to CSUCI Program

Coursework and fieldwork reflect principles of teachers’ development and adult learning theory. The CSUCI is building programs and curricula for teacher education that require people to think and to engage themselves in a powerful learning community. Candidates are organized into cohort groups with about 25 members each, taking all of their courses together. Course formats and teaching methods reinforce collaboration and 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. Finally, field experiences in community classrooms, with cooperating teachers and diverse learners, are progressive and well integrated with on-campus instruction.

Candidates begin with observing children’s learning and teacher’s instruction and then progress through the systematic teaching of single lessons, small group and large group instruction in each subject area. It culminates with candidates taking over the entire day of teaching.

In summary, our view of schooling involves establishment of high performance expectations, considerable latitude for creative professionals to decide the most effective means for achieving the 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 of needed areas of instructional improvement. The CSUCI Teacher Education program strives to operate like 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, then develop curricula and experiences to assure that all of our candidates reach those goals. Finally, we judge our success by the performance of our candidates and graduates.

Goals of the Program

The goals and program characteristics that have been designed in relation to initial teacher preparation programs at CSU Channel Islands attend to the development of pre-service students who will enter the teaching profession as beginning teachers. We have established a common base of core values and expectations that will permeate all college professional education activities. The goals for teacher education are stated here as targets for our graduates. They are future-oriented statements intended to convey the beliefs, values, knowledge and skills and dispositions that we want *all* of our graduates to have. Taken together, they present a "composite picture" of the skilled beginning professional, the type of teacher we want to prepare.

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

Program graduates-

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

They are dedicated to school improvement, know the characteristics of effective schools as social organizations, and use positive techniques to cause organizational change.

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

- are committed to and self-directed in lifelong learning and continuous professional development.

In planning instruction and teaching students, program graduates stress learning how to learn and promote skills in self-regulated and self-directed learning. Candidate insight into learning processes receives emphasis at least equal to that given knowledge and skill development. The candidates understand the varying language and cultural backgrounds of students and their families. They are 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.

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

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

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

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

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

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

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

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

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

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

(From, Speck, M. 1996, Spring. Best practice in professional development for sustained educational change. ERS Spectrum, 33-41.)

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

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

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

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

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

The program shows a developmental sequence with two prerequisite courses (EDUC 512 and EDUC 520) in the foundations of schooling and observing and guiding behavior, both in a multicultural/multilingual context. The latter course, (EDUC 520) includes a required fieldwork component to ensure that students will have first-hand knowledge and experiences

to support their course of study.

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

In the second semester all full-time students enroll in the secondary literacy course that ensures students have guidance in teaching reading and writing to children from English Only and English Language Learner backgrounds and has a particular emphasis on differentiated instruction, second language literacy and a diverse student population. Students also are enrolled in one of the two Access to Learning courses and a second subject specific methods course. The Access to Learning courses are intended to further the content in prerequisite courses and specifically address needs of English Language Learners and students with special needs at the secondary level. The second content methods courses build on the first content methods courses and specifically address issues related to teaching in the specific content areas. The courses continue to focus on multiculturalism, multilingualism, and inclusion as pertinent to secondary teaching. These courses are linked to the students' fieldwork and student teaching assignments in seminar.

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

Coursework and fieldwork are interrelated to help candidates gain a clear understanding of the realities of public education.

Candidates will be introduced to critical competencies, and will practice these (ongoing) in class; these will be reinforced, and expanded upon in the field during supervised fieldwork/student teaching. Candidates must develop the content competencies stipulated in the Standards of Quality and Effectiveness Professional Teacher Preparation Programs. Critical competencies include effective theory and practice in general (mainstream) and in specific ELL related contexts (e.g., English Language Development, specially designed academic instruction in English as well as instruction for mainstream non-LEP students). Generally, students will (1) learn about theory and practice in a given content area (depending on the semester) and will (2) further utilize information (gained through class readings, cooperative group work, lectures, and assigned observations during field work) -- to plan and deliver lessons that incorporate the various and specific related pedagogy.

Students have in-class and field opportunities to plan curricular and instructional activities, in a variety of educational contexts (e.g., mainstream, mainstream with 2-3 ELL students, multiple-language contexts). Further parameters are set for in-class planning (under the direction of the multicultural/multilingual faculty), e.g., scenarios with students who do not speak English as a first language, with greater and/or lesser degrees of fluency in English. In this respect, faculty will provide candidates with a variety of possible scenarios, which could very well surface in a California classroom setting. The faculty understands the critical importance of offering a variety of instructional contexts, for in-class planning and analysis. We believe that this type of activity will create ably prepared practitioners (informed by theory and practice) to deliver and plan instruction in a variety of contexts.

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

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

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

During coursework the candidate is required to complete assignments relevant to the real and daily events of classroom life. For example, in their second semester during EDSS 540, students are required to complete a case study of a beginning student. Candidates choose a student at the school site who struggles with reading and writing (the cooperating teachers will help identify students). As part of this assignment (refer to course syllabi for detail), students are asked to take notes including the student’s behavior during the reading activity,

and to design an appropriate instructional plan. Cooperating teachers are made aware of all course requirements that are connected to real classroom situations.

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

Please refer to the appropriate course syllabi to review the various assignments that address real classroom experiences. These assignments are connected to the candidate's supervised fieldwork/student teaching experience. During the given semester (Semester 1 or 2) the candidate focuses on teaching the given subject/content areas per semester. Additional activities include management, discipline, and other daily class activities (e.g., lunch supervision, hall supervision, and announcements).

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

Each methods course within the Single Subject program requires students to become acquainted with the K-12 academic content standards for that discipline area by aligning every formal lesson plan with the appropriate content standards (See Appendix for Lesson Plan Templates). By the end of the program each student will have taken three methods courses in which they are expected to write lesson plans aligned to the standards and to conduct extensive assessments and interventions based on the standards. Courses other than methods courses also require formal lesson plans that are aligned to the content standards.

Candidates learn about the State Content Standards in each of their subject specific methods courses: Math—EDSS 531 and 541; Science—EDSS 532 and 542; and English—EDSS 533 and 543. Each course includes the state content standards as required reading. Professors lecture and engage candidates in discussions surrounding the given state content standards. Assignments for each course listed above include consideration of the state content standards. Candidates further demonstrate understanding of the state content standards during their supervised fieldwork/student teaching experience. Cooperating teachers are expert in the state content standards, e.g., understanding, inclusion in teaching and instructional planning and in assessment. Cooperating teachers, in collaboration with the university supervisor supervise and facilitate the candidate's understanding of the state content standards. Furthermore, each course includes ongoing discussion and related activities that build the candidate's understanding of the state content standards. Also, in every formal lesson plan created by the candidate the related content standards must be referenced.

All candidates are required to demonstrate the ability to teach the state content standards. Each course teaches the respective content standards and connects them to assignments,

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

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

Examples of means of assessment:

- Candidates' lesson plans that are prepared as part of the coursework and field experience are read and assessed on the basis of their application of the elements of effective lesson planning such as assessing student knowledge and skills, writing objectives, sequencing, instructional strategies employed, 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, incorporating the state content standards.
- Completion of focused observations, and reflective analysis therein. For example, students may be asked to reflect on how they teach curriculum within the framework of the state content standards.
- University Supervisor and cooperating teacher will observe and assess the candidate's use and understanding of the state content standards on student teaching evaluation forms. Qualified university supervisors and cooperating teachers will provide this feedback as stated throughout this document.

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

All of the classes have identified the TPE's that are primarily and secondarily covered in the course of study. It is the expectation that students will have multiple opportunities to practice the TPE's and that there will be multiple opportunities for demonstrated successful performance of the TPE's. Please refer to the TPE matrix and individual course syllabi for

TPE alignment with course assignments. Additionally, candidates have the opportunity to practice and refine their understanding of the TPEs during two student teaching placements.

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

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

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

Each candidate will be expected to successfully complete all TPE related assignments as a condition for recommendation for the preliminary teaching credential. All of the TPE-related assignments will be assessed using a standard rubric for that particular assignment as outlined in the course syllabi. Evaluation of candidates' performance on TPE's are documented during the two student teaching experiences. Additionally, candidates collect evidence during student teaching of their mastery of each TPE. Candidates will compile a comprehensive Exit Portfolio to show they have successfully met and or exceeded all of the requirements to become successful teachers.

The Exit Portfolio consists of Four Core Competencies developed by Education Program faculty in a pilot assessment project that began in Fall 2004. The Single Subject Portfolio has evolved over time and is now customized to the Single Subject Program curriculum. Credential candidates collect TPE artifacts and write a narrative reflection for each Core Competency that weaves their knowledge, skills, and dispositions for the Core Competency, the associated TPE's, and their collected artifacts. The reflective narratives are evaluated on a 4 point scale (3 = distinguished; 2 = proficient; 1 = emergent; and 0 = unsatisfactory) using three criteria: a) Knowledge, Skills, & Dispositions; b) Connected to TPEs; and c) Writing—Grammar & Mechanics. Candidates must score a minimum of "5" for each Core Competency narrative with having no one criterion score as a "0". Students not passing one or more Core Competencies or other portfolio components revise and resubmit their work until the passing standard is reached. Once their coursework, fieldwork, and the portfolio are successfully completed the candidates may then be recommended for the preliminary teaching credential.

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

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

Response

Collaboration with K-12 educators is fundamental to California State University Channel Islands, and evident in our long term and day-to-day activities. CSU Channel Islands has several formal collaborative relationships that have profound effect on the daily operations of both the surrounding school districts and the University itself. It should be noted that the program presented in this document is the result of a planning process that included Education and disciplinary faculty along with members of the K-12 community. During the Fall 2002 and Spring 2003 semesters, Education and Subject Matter faculty met regularly to design the Single Subject Credential Program. Meetings were also held with CSUCI faculty, administrators, Ventura County Superintendent of Schools Teacher Support Programs, Ventura County principals and secondary teachers working in Ventura County. From the start, it has been our intention to create a framework for collaborative relationships among the various faculty, administration, and key educational community constituents. All parties were and continue to be essential in developing the program sequence, coursework syllabi, and program policies.

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

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

A unique feature of the CSUCI Single Subject Credential Preparation program is our ongoing collaboration with the K-12 schools and districts in our service area and the Ventura County Office of Education. We rely upon these institutions and colleagues to help coordinate and assist in the implementation and monitoring of the credential program, and to facilitate and maintain ongoing communication with the area school districts, facilitate collaboration

between the schools, the university, and the county office, and to provide continuing dialogue on the needs of the schools on an ongoing basis.

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

One of the major strengths of the Single Subject Program is our program faculty who are teaching/working or recently retired from local schools and districts. We have two currently practicing teachers, two county curriculum specialists, one retired teacher, and one retired superintendent who are instructional faculty and/or supervisors for the field placements and student teaching. These colleagues provide continuous input and feedback regarding identifying and resolving program issues and candidate needs. As a program faculty we meet twice a semester to discuss policy, curriculum, and candidate issues.

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

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

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

The twice-a-semester Single Subject Program Faculty meetings are a mechanism for all parties concerned to come together and discuss ways that the program can be enhanced and

monitored to further enhance the quality of teachers in the area. The minutes for the meetings (a sample can be found in the Appendix) show an extensive negotiation between parties as decisions and policies are made and other issues are openly discussed and resolved.

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

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

The Single Subject Program is based on the successful Multiple Subject Program model at CSUCI. Recruitment, selection and advising procedures involve all members of the Education Program –full time faculty, full time lecturers, and part time instructors and supervisors. Curriculum development and instructional delivery are collaborative efforts in the Single Subject Program.

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

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

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

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

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

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

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

As a new University, we have had an unparalleled opportunity to establish and develop an open and ongoing dialogue with members of the disciplinary faculty to ensure that the subject matter preparation is aligned to the needs of our K-12 candidates. Beginning with the arrival of the first faculty to CSUCI in the summer of 2001, faculty came together in an unprecedented dialogue to co-create our programs for teacher education and subject matter preparation. This dialogue continues, and is characterized by ongoing and open communication and collaborative policy and planning. Education and disciplinary faculty are currently meeting to align existing or create new subject matter programs.

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

2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork component offers opportunities for purposeful

involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

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

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

Jacki Gilmore, the CSUCI Field Placement Director and Jeanne Grier, the Single Subject Program Coordinator have met onsite with area middle school principals in Pleasant Valley School District, Oxnard Elementary School District, Rio School District and high school principals in the Oxnard Union High School District, Rio School District, and Conejo Valley School District to develop and nurture relationships for various field experiences. (See Standard 18g Response). As one example we have made informal partnerships with Hueneme High School as both a regular field site for our student teachers and as a classroom site for EDUC 330: Introduction to Secondary schooling which is taught at the high school.

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

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

Since the inception of the University, CSUCI has worked hard to establish a relationship with the surrounding school districts. Integral to the establishment of such relationships, is the establishment of a close alliance with the Ventura County Office of Education (VCOE),

which holds responsibility for coordination of the BTSA program and will, in the future, be responsible for the Teacher Intern Program. CSUCI faculty has the opportunity to serve on an advisory committee that is coordinated by the County Office BTSA Program. Members of the advisory committee include county office administration and faculty from the surrounding post-secondary institutions. We work collaboratively and participate in the discussions and part of the work that has been done with the BTSA and Intern programs. CSUCI plans to establish classes and offer credit for the work done in BTSA, which will be tied to a Master of Arts program as teachers enter the induction program.

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

CSUCI supports cooperative efforts by the participation of faculty on the BTSA committee, and supports the field placement coordinator who works with the area districts in these collaborative efforts. The university also provides meeting time and space for the program chair, program coordinator, Education faculty, and 4-5 subject matter faculty to participate in planning and program meetings. Additionally, the single subject program coordinator is given reassigned time for three courses a year (nine units split over two semesters) to coordinate and administer the Single Subject Program as well as advise all program candidates.

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

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

Program Standard 3: Relationships Between Theory and Practice

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

Response

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

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

Program Elements for Standard 3: Relationships Between Theory and Practice

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

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

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

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

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

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and

practices inform school policies and practices, and affect student conduct, attitudes and achievements.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Research-based theories and principles of human learning and development are covered in both prerequisite and program courses. In EDUC 520—Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms students are introduced to concepts of development and explore how developmental issues influence and affect student conduct, attitude, and achievement. The General Secondary Methods course (EDSS 530) explores human learning theories and how these theories impact the curriculum through lesson and unit planning and the relationship to the K-12 State Academic Content Standards.

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

classroom as they conduct lessons, design lesson plans, and review for the courses being taken.

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models

contextually (i.e.,in pedagogical circumstances in which the models are most effective).

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

Program Standard 4: Pedagogical Thought and Reflective Practice

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

Response

The Single Subject Program fosters candidate development of pedagogical thought and reflective practice beginning in the prerequisite courses of the program. Thereafter, candidates are expected to show growth and development as they progress in their ability to reflect on practice and engage in these discussions. Further, it is an important consideration that all of the credential courses reflect the principles that guide pedagogically sound instruction and design of curriculum for all students. Thus, candidates study an array of education issues, such as historical, legal, social, political, cultural, and economic in a variety of settings, including settings with students who are multicultural/multilingual and who have special needs. Candidates will study and observe in a variety of classrooms that call for a variety of instructional practices and approaches, including flexible groups, cooperative learning, and thematic instruction.

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

Program Elements for Standard 4: Pedagogical Thought and Reflective Practice

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

In EDSS 530, General Secondary Methods, candidates are introduced to and practice a variety of teaching strategies, writing detailed lesson plans, and designing learning objectives that are aligned to student assessments.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

Continuing into the Credential Program students are challenged to reflect (ongoing) on their emerging self-definition of their role as teacher. Candidates are asked to complete an open-ended question: What is a teacher? at both the beginning and end of their coursework. They are asked to reflect on how their views of teaching and their ideas of how the role of the teacher has changed. Coursework, fieldwork and student teaching provide additional venues for students to examine their pedagogical practice via discussion with the cooperating teacher, University Supervisor and professors. Additional activities such as interactive journaling, electronic journals and quick-writes support reflection, analysis and discussion of their pedagogical practice. Candidates are expected to reflect on their practice as they engage in fieldwork and student teaching and become more and more capable in the classroom. The faculty, cooperating teachers and University Supervisors model reflective practice and in turn expect that teachers will do the same.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

During course work, candidates regularly reflect on curriculum-based content, related pedagogical perspectives relevant to state-adopted content standards, curriculum frameworks and instructional materials. During coursework, the students are introduced to the state

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

Candidates are introduced to the intellectual, ethical, social, personal and physical development of students in EDSS 530: General Secondary Methods. Candidates, in disciplinary groups of four, draw a picture of a “typical” middle school student. Each group introduces their “student” and a whole class discussion begins with the focus being the five elements listed above. Later in the semester after spending several weeks in their field placement site, candidates are asked to recall and reflect upon that class session and make connections to their current students and current disciplinary teaching implications.

Within each program course, candidates are introduced to and become familiar with the state-adopted academic content standards and the curriculum frameworks, as they engage in interactive activities, lesson and unit development and presentations that demonstrate such knowledge. Many of the course assignments are dependent upon candidates getting to know their students on a variety of levels (including intellectual, ethical, social, personal and physically).

Developing a socio-cultural context for learning under girds all of the prerequisite and credential coursework. This allows candidates the opportunity to apply teaching strategies in real, natural settings, working with students in participant observer, directed, guided field experiences and student teaching which are directly linked to course content. Throughout their coursework, candidates are regularly exposed to critical developments in the disciplines of knowledge and the context of the California schools and communities served.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The cohort model adopted by the CSUCI Teacher Education Program fosters a sense of community that includes the sharing and exchange of ideas, responses to multiple sources of information, including state curricular frameworks, content standards and policy, and

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

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

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

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

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

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

Response

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

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Issues pertaining to the needs of diverse students are addressed within the context of all prerequisite and core courses and field experiences. Beginning with the prerequisite courses, students are introduced to background information regarding experiences, languages, skills and abilities of students. For example, in ENGL 475 Language in Social Context, candidates are introduced to the foundational information with respect to the language background of students, first and second language theory, and related issues pertaining to language facility. In SPED 345, candidates are introduced to issues of exceptionality, and the education of children with special needs. Candidates learn critical foundational knowledge regarding the needs of exceptional students and appropriate instructional modifications. Candidates learn critical information regarding student's background experiences with a focus on social, cultural, and language factors. Finally in EDUC 520 Observing and Guiding Behavior in Multicultural/Multilingual and Inclusive Classrooms, candidates examine classroom management strategies with respect to addressing the learning needs of diverse students.

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

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

During coursework and supervised fieldwork/student teaching, candidates receive

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

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

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

Candidates study and discuss the historical and cultural traditions of the major cultures and ethnic groups within California and the United States. This is addressed at the pre-requisite level and also in the credential program. In EDUC 512 Equity, Diversity and the Foundations of Schooling, candidates learn about the major cultural/ethnic groups that are represented in California public school classrooms. Candidates consider the ethnic, cultural, and linguistic diverse student population and begin to connect specific pedagogical needs to these students. This is expanded on in EDSS 530 General Secondary Methods and EDSS 550 Access to Learning: English Language Learners. In the general methods course, candidates apply specific content related to the California cultural groups and teaching of this content in secondary classrooms. The Access to Learning course focuses and expands specifically on curricula and instructional programs for English Language Learners and actively applying those theories and methods in the secondary classroom during their field placement and course assignments. The EDSS 540 Literacy in the Content Areas course expands on the rich out-of-school literacies that students bring as members of their local communities. It also focuses on ways to improve access to literacy for ELLs and struggling readers and writers.

The remainder of the credential courses and prerequisites are responsive to the California student population. Across these collective courses, candidates will engage in group projects expecting them to examine effective ways to include cultural traditions and community values within the instructional program. During the second semester student teaching seminar (EDSS 581) candidates conduct a community documentary that details the social, historical, demographic, and geographic information and resources of their student teaching placement and addresses how those factors affect their disciplinary teaching. Through discussions and readings in each discipline area, candidates will be expected to provide direction for equitable access to the content core curricula for students from diverse linguistic, cultural, and social economic backgrounds.

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

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 540; EDSS550; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

All coursework addresses the candidate's ability to recognize and minimize bias in the classroom. This standard is consonant with the underlying theme of our program in teacher education. Beginning in EDUC 512 Equity, Diversity and Foundations of Schooling, students are introduced (via readings, lecture, discussion) to issues associated to bias in the classroom and the creation of equitable and culturally responsive classroom communities. Candidates demonstrate in the credential courses, the ability to reduce bias in the classroom and to create an equitable classroom environment that enables all students to be successful. It will be the goal of each candidate to develop a safe physical, social, emotional, and intellectual environment that will enable all students to thrive. The ability to meld these areas into a safe environment is demonstrated in the first student teaching seminar (EDSS 571) assignment: Classroom Documentary in which the students take pictures of their assigned room, discuss the implications of the room for the teaching environment and suggest changes they would make if it were their own classroom. Candidates also collect information on school and community resources that promote a safe and healthy environment in EDSS 571.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDSS 550; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

Additionally, in EDSS 530, during the first class session, candidates are asked to draw a picture of a “typical” middle school student. In small groups they discuss student characteristics and then draw the student they have described. After the individual group drawings are posted candidates then, “introduce” their student to the class describing the interests, family, emotions, and physical characteristics displayed. Class discussion is then focused on the word “typical” and students are encouraged to recognize the many diversities of students in schools and asked if this collection of “students” is representative of the students in their school placement sites.

In EDSS 532 science candidates explore the topic of gender issues in science education and discuss plans for making the science classroom gender-equitable.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 540; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

As part of the exit requirement for the program candidates, during the student teaching seminar, assemble a portfolio that provides evidence of meeting the TPE's. Within the portfolio the candidates write belief statements about diverse students, families, schools and communities to include in support of the evidence.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

Additionally, candidates will be required to attend a weekly Student Teaching Seminar where they will receive additional support in the design of Specially Designed Academic Instruction in English (SDAIE) and instructional strategies for inclusion. Some of our courses have extracurricular activities, e.g., fieldtrip to the Museum of Tolerance.

The Appendices contain syllabi for prerequisite and program methods courses that provide explicit evidence of assignments that provide candidates with the knowledge necessary to recognize students specific learning needs, appropriate placement and access to needed resources and appropriate opportunities to engage in extracurricular activities.

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

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

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

Response

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

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

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

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

During the first student teaching seminar (EDSS 571) candidates write a reflective narrative for the Core Competency: Learning About Students as part of the exit portfolio's formative feedback mechanism. In the reflective narrative, candidates are assessed on their a) knowledge, skills, and dispositions; b) connections to the TPE's; and c) Writing-Grammar and Mechanics. This formative opportunity for reflection on how their work/artifacts connect to the TPEs helps them to develop the important connections and relationships of professional practice.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

The rubrics, developed for each assignment, adhere to a CSUCI standard that will allow all candidates to receive feedback that is consistent and timely. In all cases, candidates must meet or exceed the requirements on the rubric to be recommended for a passing grade. Those candidates who are recommended for a preliminary credential will have demonstrated skills, showing that they are developing as teachers who will be successful in the public school classroom setting.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

For example, in the credential course EDSS 530 candidates are asked to create a course syllabus that is aligned to their field placement class. This first assignment for the course

serves as an early formative assessment and helps to lay the groundwork for the student in understanding the multiple dimensions of classroom life. The assignment description and rubric are in the Appendix for the course.

For the summative evaluation, candidates must compile a comprehensive Program Portfolio to provide evidence that they have successfully met and or exceeded all of the requirements to become successful teachers. Although a summative assessment for the program, candidates have many formative opportunities and feedback in the credential coursework and during the student teaching seminars to work on and develop evidence to include in the portfolio.

The structure of the summative Program Portfolio is found in the Appendix. The portfolio elements are aligned to the TPE's and students provide a minimum of two artifacts for each sub-element of the four core competencies. Student's reflective narratives for each core competency are evaluated using a rubric that contains the following criteria: a) Knowledge, skills, and dispositions; b) Connected to the TPEs; and c) Writing—Grammar and Mechanics.

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

PROGRAM STANDARD 7-B
Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Response

Program Elements for Standard 7-B:

The Single Subject Credential Program at CSUCI is designed to prepare secondary candidates, regardless of content area, with the skills and knowledge base needed to ensure that all students can access information in the content areas. The program stresses content area reading and writing (across the curriculum) and addresses the needs of a variety of student reading skills and language backgrounds. As part of the Education Program's philosophy, the commitment to all students is central to the work we do; nowhere is this goal more important than in the development and enhancement of literacy skills at the secondary level. In collaboration with our constituencies, the program aligns with state standards and the adopted framework. Additionally, it also adapts itself to the needs of the service area. The CSUCI Education Program works closely with supervisors to ensure that there is a direct connection between the strategies and methods covered in the literacy course with the applications made in the field as teacher candidates develop expertise in their own content areas.

Candidates have opportunities to work in a variety of settings and to apply the knowledge they have acquired in the coursework to the classroom. For example, student reflections and observations about literacy applications in the field are embedded within coursework in the form of a "Teaching Journal." This journal, which is an out-of-class assignment completed *after* their 8 weeks of formal instruction, is designed to enable them to continue to apply their knowledge from the literacy course to their day-to-day practical experience in teaching reading and writing within their content area.

The program stresses planned, purposeful, and direct instruction of reading-language arts skills and strategies. Particular emphasis is placed on comprehension and vocabulary strategies as well as on the potential of such strategies for increasing student learning. Candidates are able to refine content-area delivery skills developed in their methods classes

and in student teaching, develop as professional educators and explore multiple ways of teaching reading and writing effectively. The faculty believes that our candidates must become reflective practitioners in the art and craft of teaching all students how to become proficient readers and writers.

Therefore, we place particular emphasis on strategies for working with struggling secondary readers, second language learners, and students with special needs. This emphasis includes instruction in formative assessment techniques to enable our candidates to assess where and how students struggle in comprehending content area material and to integrate appropriate reading and writing strategies to address areas of student need.

Each candidate in the CSUCI Single Subject Credential Program is required to successfully complete EDSS 540: Literacy in Secondary Schools. Typically, this course is taken during the candidate's second semester in the program. The expectation is that all candidates will demonstrate successful application of literacy strategies with diverse learners. Specifically included in course goals are that candidates will develop a growing awareness of the complexity of literacy acquisition; explain how context and culture affect literacy development; and integrate literacy activities in the content area. Although specifically addressed in EDSS 540, each of these features of literacy study is considered and actively incorporated throughout our program. A certain amount of intentional overlap is provided so that students have reinforcement of literacy concepts and strategies throughout their coursework.

7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

The Standard is met and evidenced in the following course syllabi: EDSS 540; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The CSUCI Secondary literacy course has been designed to provide a strong research foundation for candidates, a solid base in assessment and intervention strategies for secondary struggling readers, and effective instructional practices. Additionally, multiple strategies for developing secondary students' fluency in reading and writing are a hallmark of the program. The secondary program has two main features, 1) the strength of the faculty, who are committed to updating readings and sustaining currency with research; 2) the cohort model which allows students to learn how to work collaboratively with each other and develop networks among other educators.

Literacy instruction stems from a research-based approach that targets effective instructional methods provided for developing readers and writers. Instructional design centers around the

need to help secondary students become successful in all of their programs based on a sound background in skills such as writing to learn, reading for clarity, purpose, interpretation, etc. Based around the tenets of the English Language Arts and the Reading/Language Arts Framework, teacher candidates come to the awareness that they are all teachers of literacy, regardless of the content they teach, and that without effective, systematic literacy instruction, many students will struggle to comprehend content area materials. As part of their course requirements, they are regularly expected to create and demonstrate the integration of literacy strategies and SDAIE methods in their content areas. For example, the standard formal lesson plan used throughout the program requires students to include SDAIE methodology for every lesson, regardless of content. They analyze and apply “reader response theory,” “writing to think,” and “writing to learn” as they develop various strategies which they subsequently are expected to teach.

The CSUCI secondary literacy course has been designed to provide a strong research foundation for candidates, a solid base in assessment and intervention strategies for secondary struggling readers, and effective instructional practices. Additionally, multiple strategies for developing secondary students' fluency in reading and writing are addressed both in the course and in the fieldwork/student teaching assignment. Literacy instruction is grounded in research-based methodology that targets the developing and/or struggling reader and writer. Though numerous literacy strategies and techniques abound in the literature, the course focuses in-depth on those that have been proven to be successful in increasing learning or comprehension. As part of their course requirements, students are expected not only to demonstrate integration of a variety of literacy strategies to be used as intervention strategies, but they are also required to articulate their purposes for using particular strategies in terms of student learning. In this way, the course prepares students to utilize a systematic approach that is part of a comprehensive plan to address literacy concerns among content-area learners.

The syllabus for EDSS 540: Literacy in Secondary Schools includes a variety of assessment and intervention strategies that are critical to the issue of literacy for secondary learners. For example, candidates learn a variety of ways to assess their content-area materials, including assigned textbooks, for readability, text-accessibility and friendliness, and structural/organizational flaws. They then consider and apply a variety of textbook accommodations and adaptations to address areas of concern. Additionally, early literacy instruction for beginning readers is covered especially to assist those teachers who work with secondary students who are pre-literate either in English or in another language. These connections are critical for secondary teachers who have little background in emergent literacy. This class (along with fieldwork/student teaching experience) introduces phonics instruction, phonemic awareness, and concepts of print. Students are also introduced to the importance of schema development, assessment through multiple measures, formal and informal formative assessments to monitor student progress, and strategy modeling to ensure success in content area reading and writing.

7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied

reading levels and language backgrounds.

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 540; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The secondary language arts program emphasizes a strong reading comprehension component and a strong literature component, both of which emphasize access for all students through the use of SDAIE methods and differentiated instruction. Additionally, independent reading, content area reading and writing, reading and writing across the curriculum are an integral part of the program. Candidates are expected to use their field experience as an opportunity to learn about, practice, and refine their ability to teach students with diverse reading and writing abilities. Additionally, each candidate is expected to compile strategies for scaffolding literacy instruction for English Learners and students with special needs. These strategies include differentiating instruction to help all students achieve success (such as fostering GATE students' continued reading and writing development), and using SDAIE strategies to ensure that students are able to access content through reading and writing.

It is very important for the success of the program and support of the Education Program's goals and philosophy that each candidate show a disposition for accommodating English learners and students with special needs by using designs of universal access to ensure that all students will have access to a high quality, standards-based program. Specifically, candidates learn about reading development and language learning processes and the components of providing balanced instruction for students with a variety of decoding and comprehension needs. Focusing on language acquisition, candidates study how first and second languages are developed, and they come to understand differences and specific applications of English language development (ELD) strategies, including a range of SDAIE strategies. Assuming responsibility for the explicit instruction of reading and writing strategies that enable students to access the curriculum is vital to this program.

In EDSS 540, students learn a variety of research-based instructional approaches for supporting content-based reading and writing development. These include:

- Concept mapping
- Textbook analysis and adaptations
- Comprehension strategies across instructional programs
- Modeling comprehension strategies in the content areas
- Vocabulary strategies in the content areas
- Modeling vocabulary strategies in the content areas

The course focuses on developing true strategies—that is, systematic plans of action that are focused and goal-directed. Candidates test out a variety of comprehension and vocabulary instructional strategies to increase access to content-based print material; in each case they define the learning potential and caveats for use. In this way they learn to select the most effective strategy for the particular situation and group of students.

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

The Standard is met and evidenced in the following course syllabi: EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

(i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

Teaching comprehension skills at the secondary level is integral to the assignments that candidates are expected to complete such as SDAIE lesson planning and a SDAIE thematic unit in EDSS 550: Access to Learning: English Language Learners. Within these assignments, candidates are expected to develop students' background knowledge and vocabulary, and provide explicit instruction in text structure, summarizing, questioning and making inferences. This knowledge is reinforced and extended in EDSS 540: Literacy in the Secondary Schools. In this course, candidates learn how to analyze commonly used content-area textbooks for readability, text-friendliness, and text structure. They develop appropriate comprehension strategies, such as targeted graphic organizers, to support their students in identifying important organizational cues and finding relevant information within the text structures. They also read about, model, and apply various strategies to develop students' skills with summarization, questioning, and inferential thinking.

Teacher candidates are expected to scaffold reading and writing assignments so that students of varied literacy backgrounds have access to a variety of texts across content areas. Candidates develop text sets, which enable them to encourage their own students through vocabulary and concept building. They also develop their knowledge of complementary texts, such as trade books, to supplement the textbook, develop multiple perspectives on issues, and increase their students' access to content and motivation for reading.

(ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.

Organized, systematic, and explicit skills in producing fluent readers are explicitly taught as part of the EDSS 540 course. Candidates are expected to understand, model and apply explicit teaching of strategies that will lead to fluency in reading and high levels of writing, including decoding skills and spelling patterns. Candidates study the physical and cognitive processes of reading, with special focus on the importance of spelling patterns in forming word associations and decoding skills in building capacity for increased visual processing speed. Teacher candidates discuss ways in which to diagnose difficulties in reading and writing practices, provide guidance in spelling accuracy, and assist students in developing facility with reading at different points in the process.

(iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the

transfer of primary language reading skills into English language reading skills.

Diagnostic assessment—which includes selecting appropriate assessments, developing intervention plans based on the assessment results, implementing plans, and reflecting on the effectiveness of the intervention plan—are part of the instructional strategies in EDSS 540. In addition to reading course material on assessment and participating in course discussions, candidates are also expected to apply their knowledge of how to assess for reading and writing difficulties to sample cases, and subsequently, to select an appropriate intervention plan that would meet students' needs as demonstrated in the assessment.

(iv) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.

Strategies for writing across the curriculum will be stressed, particularly in content methods courses, as candidates are expected to develop lesson plans that demonstrate an understanding of how to help students develop into capable writers. Working closely with their cooperating teachers, candidates will plan lessons promoting the use of oral and written language in formal and informal settings.

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 540; EDSS 550; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585.

EDSS 540 embeds within its study of reading processes a focus on reading difficulties, including information on the phonological/morphological structure of the English language, to help promote an understanding of where difficulties are likely to occur and to thereby facilitate instruction in reading and writing. Additionally, candidates are expected to read, discuss and apply information drawn from methodologically-sound research to implement a comprehensive program of reading and writing for all students, including those with special needs and those who are learning English.

EDSS 560: Access to Learning: Special Needs Learners includes specific content on teaching students with significant difficulties in reading and writing; EDSS 550: Access to Learning: English Learners includes parallel content on English language learners who struggle with reading in English.

7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce

connections between coursework and field experiences pertaining to content-based reading instruction.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585; and the Exhibit: Faculty Vitae

As part of the allocation of resources, the institution has provided for adequate coverage of the reading and language arts courses. As CSUCI is a growing University, we are in the process of increasing the number of tenure-line faculty. Currently, there is one tenure line Education faculty member in literacy K-12 and one tenure line English faculty member who teaches literacy as well as English methods at the secondary level. We have added a full time tenure line faculty member in Special Education who provides literacy instruction for special education populations, taken by all secondary credential candidates. Currently this staffing level is adequate for the numbers of candidates in the secondary program; however, as we continue to grow, CSUCI will conduct a search for additional full-time literacy and reading/language arts permanent faculty. Within the current cadre of professors there are diverse levels of expertise in the areas of language acquisition, second language learners, beginning reading, on-going diagnostic assessments, writing, reading and writing in the content areas, and research and development.

Furthermore, CSUCI works with an exemplary group of adjunct professors who are highly qualified language arts teachers with many years of teaching experience and Master's degrees in Reading/Language Arts. These teachers have been an invaluable asset to the permanent faculty and to the teaching candidates they serve. These individuals work with the full-time faculty to ensure success in teaching at the University level and successful accomplishment of course outcomes.

Through regularly scheduled bi-monthly meetings of the Education faculty and members of the K-12 community, there are ongoing opportunities for faculty and district personnel to establish and reinforce connections and build cooperation. Field supervisors and cooperating teachers are also given an opportunity to evaluate the program, offer suggestions for improvement, and work closely with professors to ensure that assignments are timely, meaningful, and related to the standards the students are expected to master. Minutes for our university supervisor meetings are attached to this response.

Additionally, the *Student Teaching Handbook* clearly spells out guidelines for the candidate, the cooperating teacher and the university supervisor; this document represents the goal for all three to work in unison to ensure that connections are reinforced between coursework and field experiences.

7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

The Standard is met and evidenced in the following course syllabi: EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Field supervisors and course instructors work closely to ensure that students have an opportunity to apply what they are learning to the classroom setting. Cooperating teachers are aware of the need to work closely with the field supervisor to ensure that the candidates have an opportunity to make cohesive connections between what is being taught in the coursework and what they are implementing in the classroom. By design, candidates will always be enrolled in a field experience concurrently with EDSS 540. This concurrent enrollment is additionally reinforced through coursework; EDSS 540 includes a teaching journal that requires candidates to continue to make connections and observations about literacy instruction while they student teach during the second 8 weeks of the course. When candidates return during final exam week, they are expected to demonstrate, in their journal as well as through reflective discussion, a connection between the reading methods coursework and the practical experience components of the program. Candidates enrolled in EDSS 550 similarly meet again at the end of the semester, after their student teaching experience, to discuss connections between their field experiences and the coursework in teaching English Language Learners.

7B(g) As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates, and provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

The Standard is met and evidenced in the following course syllabi: EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

The selection of classroom cooperating teachers to supervise candidates is a mutual decision between the area districts and the university. The CSUCI Education Program places candidates with schools and districts within Ventura and Santa Barbara counties. The CSUCI Education Program has agreements with area schools and districts to place several candidates together at a school site to allow for supporting and connecting with each other as well as the ease of monitoring by a single university supervisor.

Literacy professors have an opportunity to attend meetings with district personnel to discuss areas of need, best practices, and ways to reach high levels of performance standards in reading, writing, and related language instruction. The CSUCI Education Program has worked diligently with districts to ensure that field placements are of the highest quality, allowing candidates to see effective instructional practices.

Evaluation of teacher candidates is a collaborative and cooperative effort between the

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

CSUCI Education faculty have participated in the CSU Literacy Workshops and have brought back key information to disseminate to the content methods instructors.

Education faculty members and district personnel meet regularly to monitor and supervise field placements. Additionally, the Field Placement Coordinator and the Single Subject Coordinator meet regularly. Please see the attached timeline schedule of meetings between faculty and our district colleagues outlined in Standard 18g.

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

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

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

Response

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

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

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

All single subject candidates enroll in an EDSS 53_ content methods (531 = math; 532 = science; and 533 = English) course concurrently with EDSS 530. These two courses are created to complement each other while the content methods course focuses exclusively on disciplinary perspectives of teaching. These two courses together cover curriculum and perspectives of middle grades and middle school students.

The EDSS 54_ courses (541 = math; 542 = science; and 543 = English) are designed to build upon and reinforce concepts and strategies covered in the first content methods courses. These courses focus on curriculum and disciplinary issues associated with high school and high school students.

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

8B(a) *Mathematics.* During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of mathematics; and problem solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

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

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

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

Single subject mathematics candidates encounter multiple opportunities to acquire a deep understanding of the interrelated components of mathematical instruction in their fieldwork and coursework. The subject matter content that is covered in the course for pedagogical

purposes is closely aligned to the state-adopted K-12 academic content standards for math and the NCTM standards.

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

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

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

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

8B (b) Science. During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.

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

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

extension of that activity, candidates are asked to relate the maps to the content standards and evaluate their understandings against the major concepts and principles of the discipline.

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

Effective laboratories and field activities are essential items covered in EDSS 531. Laboratory safety is covered through case readings and class discussions. Candidates in this course will create a Safety Plan for implementation in their science classroom and laboratory. Additionally, creating effective lab activities is covered in both courses during instruction, class readings, and class discussions on inquiry learning. Candidates will develop a laboratory or field activity for each of the units they develop. Field trips and excursions are also covered in EDSS 531. Students have opportunities to prepare and participate in one or more excursions during the course. Sites include local natural history museums, the Ventura County Water District, and a local Insectaria. This project has the potential to be linked to the STS lesson depending upon the content emphasis of the candidates.

8B(d) *English.* During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 540; EDSS 550; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

During interrelated activities in program coursework and fieldwork, SS English candidates

learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such as systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/morphological structure of the English language.

Central to the Single Subject English Education methods courses (EDSS 533 & EDSS 543) is the California English—Language Arts Content Standards, a required text. Adhering to these guidelines, teacher candidates explore theories of dialogic interactions, paying special attention to the importance of authentic questions that stimulate and deepen cognitive development and engagement through oral and written language opportunities. Through activities ranging from whole class literature discussion to small group interactions, from informal speaking strategies to formal presentations, candidates analyze the importance of speaking and listening skills in the development of the language arts. They are required to develop, model, and critique lessons that test out and apply these learning theories in practice.

Candidates also develop lessons that demonstrates how students will move through the writing process, exploring various stages of prewriting, organizing, drafting, editing and revision to produce a formally prepared written piece. Editing/publishing activities are addressed and workshop models are presented as alternative methods of providing instruction. Particular attention is paid to analyzing writing techniques and formats used in local school districts in relation to the standards as well as theories of writing processes. Candidate lesson plans for writing are required to address diagnostic, formative and summative assessments with attention to the needs of diverse populations of students at each stage of composing.

Candidates prepare literature lessons that integrate the reading, listening speaking, and writing modalities, requiring careful planning and sequencing of instruction. Using a “core” text selected by the class, candidates together discuss, analyze, and develop methods of differentiated instruction such that all students in the class can achieve class expectations. This task requires candidates to make choices not only about the core texts and about supplemental texts, but also about the ways in which they will address issues of difference. Special attention is given to inclusive activities, which gives all students access to literary topics and discussions, e.g., special needs, English Learner. Through this process, candidates also learn to integrate formal assessments and learning goals throughout a unit of study, developing increased coherence over time. This process serves as a model for candidates’ own individual unit plans, a summative assessment in the course.

Candidates develop research and data gathering assignments at a variety of levels, all of which will require the use of technology for assembling this information.

Single subject candidates in English taking EDSS 533 and EDSS 543 are introduced to specific strategies for improving comprehension in reading, writing, speaking, listening and technology in EDSS 540: Literacy in Secondary Schools. However, in their two content-specific methods classes, they learn to assist students in developing comprehension specific to advanced fiction, poetry, drama, and expository texts. They study various reading strategies and approaches designed to increase fluency, tap and assess prior knowledge, analyze text, read across genres, and target specific rhetorical elements in reading, writing, and speaking.

EDSS 533: Teaching English in Middle School centers on the teaching of literature and poetry; candidates study the teaching of a variety of genres, with special focus on analysis of appropriate elements of literature. Once again, this activity requires concentration on differentiation as students will be at many reading, comprehension, and engagement levels, and each individual must be addressed and her/his needs met through candidates' commitment to working with each student's skills and interest. EDSS 543: Teaching English in High School focuses on the teaching of expository texts. Candidates consider how to teach appropriate strategies to comprehend, analyze, and write about expository text, with special focus on the teaching of persuasive and rhetorical strategies. They also address the teaching of longer expository writing pieces such as the research paper, which includes considerations of technology use. In combination with this approach, candidates learn about the English Reading and Writing Course (ERWC) for teaching expository texts (presented throughout the CSU through the Early Assessment Program).

Particular emphasis in both methods classes is placed on developing reading comprehension for all students. Principles of linguistics are employed as an extension of earlier work done in the Literacy course. Here, however, a more extensive look at these literacy skills is taken and specific strategies are presented to assist candidates in their own diagnoses of their students. For example, in EDSS 543: Teaching English in High School, candidates consider strategies for effectively teaching students how to correct grammatical errors as a regular feature of their instruction.

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

**Program Standard 9:
Using Technology in the Classroom**

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

Response

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; EDSS 530; EDSS 540; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

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

Candidates learn the basic principles of operation of computer hardware and software in the pre-requisite course EDUC 520. For example, in EDUC 520, Observing and Guiding

Behavior in Multicultural/Multilingual and Inclusive Classrooms, they use digital cameras and basic photo-editing software. The candidates will problem solve how to connect the cameras to the computers in the lab and then up-load, transfer, manipulate and incorporate their photos into PowerPoint presentations. Candidates will learn how to scan images and text and import it into their presentations and web pages.

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

For example, in EDSS 542 students work with a variety of Calculator Based Laboratory modules and probeware units. Using existing Internet lessons students will conduct the activities and then evaluate the materials using guidelines for technology and inquiry activities in the National Science Education Standards.

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

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

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

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

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

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

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

Candidates learn the basics of electronic searching in the prerequisite courses through a variety of research projects and guided instruction conducted by the campus librarians and instructors. In the professional preparation program, this knowledge and skill is enhanced and extended through assignments where the candidates explore electronic search tools for the purpose of identifying hardware, software and peripherals appropriate for their instruction.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Candidates learn the basic information about copyright issues, privacy, security, safety and acceptable use policies in the pre-requisite courses. In the professional preparation program they participate in the application of these principles and values in K-12 classrooms. Discussions about the applications take place during in-class and electronic discussions, and in student seminar. Candidates are required to cite sources on their lessons demonstrating their knowledge of these laws. Faculty also post APA accepted formatting for citing text, journal, and web sources for the candidates' reference on course Blackboards.

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

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

Response

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

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

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

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

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

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

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

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

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

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

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

Additionally, in EDUC 520 students perform mock parent-teacher conferences in class to prepare for the conferences in their field placement sites.

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

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

(iv) effective communication with all families; and

In EDUC 512 and EDUC 520 candidates will be expected to apply effective strategies and practices for communicating with families in a variety of contexts. In EDUC 520 students are

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

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

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

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

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

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

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

In both the EDUC 512 and EDUC 520 courses, candidates will be given information on how to deal with conflicts in a manner that does not escalate and allows all students to feel safe in

the classroom. Candidates will be introduced to strategies in conflict-resolution toward the creation of safe and peaceful learning environments. Strategies for recognizing violent behavior and conflicts will be taught with an emphasis on de-escalation before the situation gets out of hand.

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

Second, candidates are introduced to information that looks at student conflict and effective techniques for resolution during the prerequisite course, EDUC 512. Please refer to the course syllabus. Note that the coursework addresses equity, diversity and foundations of schooling. Issues associated with difference and treatment of different groups are central to this course. During this course, students learn about the treatment of different groups in the US, historical and current. Students choose between several books that deal with difference, and they then discuss these with respect to central issues and resolution. (See EDUC 512 syllabus for a detailed description of the assignment.) In particular, one of the course topics includes a discussion of Racism, prejudice, discrimination, Struggle for Equality & Conflict Resolution. During this course session, a lecture and related activities and strategies for conflict resolution are addressed. (See page 12 of the EDUC 512 course syllabus). Another specific class addresses Culturally Responsive Teaching. During this class session in which the instructor teaches and lectures and creates activities that center on teaching that incorporates conflict resolution. Students are introduced to the Teaching Tolerance Project, a project of the Southern Poverty Law Center. The candidates are introduced to several teaching kits, including “Starting Small: Teaching Tolerance in Preschool and the Early Grades.” Other curricular resources include:

1. Alike and Different: Exploring Our Humanity With Young Children
2. Anti-Bias Curriculum: Tools for Empowering Young Children
3. At the Essence of Learning: Multicultural Education
4. Kids with Special Needs
5. Children as Peacemakers
6. Early Violence Prevention: Tools for Teachers
7. Teaching Young Children in Violent Times
8. Ways We Want Our Class To Be: Class Meetings That Build Commitment to Kindness and Learning.

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

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

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

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

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

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

**Program Standard 11:
Preparation to Use Educational Ideas and Research**

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

Response

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

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

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

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 520;

EDSS 530; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

In the prerequisite courses, ENGL 475 Language and Social Context and EDUC 520 Observing and Guiding Behavior in Multilingual/Multicultural and Inclusive Classrooms, candidates will be exposed to theories and research related to cognitive, linguistic, social, emotional and physical development of children and adolescents. They will be expected to apply this foundation as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study in program coursework such as EDSS 530.

EDSS 530 addresses the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition. Candidates use these understandings in designing content lessons appropriate for the developmental level of students in their classrooms. All other coursework includes discussions and activities related to generic and specific individual differences in language, culture, learning styles, and motivation and the school district, school, and classroom practices that either undermine or promote educational and social equity.

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

Theories (and practice) of first and second language acquisition are covered in ENGL 475 Language and Social Context and EDSS 540. Foundations of first and second language acquisition are covered in the following courses and include coverage of these competencies:

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

EDSS 540 - Includes the incorporation of primary and second language acquisition theory with a focus on language structures, e.g., word formation, sound systems, syntax, word meaning, language in context, written discourse, oral discourse, nonverbal communication and language change.

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

The Standard is met and evidenced in the following course syllabi: EDUC 520; EDSS 530;

In the prerequisite EDUC 520 and program course EDSS 530 candidates are exposed to theories of learning and achievement. They are expected to apply this foundational information as they develop lesson plans, observe effective teaching practices, critique their own teaching, and develop comprehensive units of study.

EDSS 530 guides candidates in the design, planning, delivery and assessment of content and addresses the intellectual, social, physical, moral and emotional characteristics of children and adolescents in various stages of development, as well as theories of learning and cognition. Candidates use these understandings in designing content lessons appropriate for the developmental level of students in their classrooms. All other coursework includes discussions and activities related to generic and specific individual differences in language, culture, learning styles, and motivation and the school district, school, and classroom practices that either undermine or promote educational and social equity.

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

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

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

Additionally, in EDSS 540 candidates are expected to observe and evaluate reading and writing lessons in the various content areas. The evaluations will focus on selection of appropriate materials, analysis of teaching/learning context, and reflection on pedagogical practices to maximize student learning.

Topics related to language, cultural, social and historical context are interwoven throughout the credential courses. Candidates also experience culturally diverse classroom settings during the program. They are encouraged to observe and participate in culturally different schools and classrooms in the liberal studies or undergraduate courses that require field experiences. Furthermore, one field experience assignment must be in a setting where a significant percent of the students are from a culture different from the candidate's.

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

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

Response

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

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

- In all courses, candidates discuss current issues, trends, and research related to the subjects to be taught in the schools, including language and literacy for students who speak English as their primary language and for English Language Learners. For example, in EDSS 540—Literacy in Secondary Schools, candidates learn to teach language and literacy in a balanced context. Additionally, whole language, skills-based instruction, bilingual education, immersion education, sheltered techniques, two-way bilingual immersion, year-round schooling, ability tracking, and alternative forms of assessment, integrated thematic instruction, and appropriate uses of technology in instruction are covered in EDUC 512 and EDSS 540.
- Candidates have opportunities to examine state curricular frameworks and subject matter content standards in order to acquire additional knowledge about content, scope and sequence, and instructional strategies (e.g., *Language Arts Framework, Science Framework, Mathematics Framework*). As well, candidates will examine the English Language

Development Standards. As a major component of the CSUCI lesson plan format students must designate the appropriate content standards that are being addressed within the planned lesson.

- Provisions are made for discussion of the historical, social, philosophical and psychological aspects of curriculum and instruction and the relevant issues and trends such as grouping of students in general and in mainstream and cross-cultural contexts, grading, and roles of the teacher. Further provisions are made for the discussion of emotional, cognitive and pedagogical factors that impact student learning outcomes. These elements occur in EDUC 512, EDUC 520, and EDSS 530.

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

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

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

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

12(a) Through planned prerequisite and/or professional preparation, candidates study

different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; ENGL 475; EDUC 512; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 532; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

The Standard is met and evidenced in the following course syllabi: EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

Specifically, in EDSS 530 students are introduced to the *California Academic Content Standards for K-12*. In this course candidates learn how to use the Content Standards to

create grade level learning goals for students. As an in-class activity groups of 2-3 students analyze the Content Standards for their specific content area and desired grade level—as if they were teachers in a “mock course”. Based upon their analyses they outline major learning goals for their “mock course”. It is with this information that they are introduced to learning objectives and lesson planning.

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

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

The Standard is met and evidenced in the following course syllabi: SPED 345; EDUC 512; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

As a SDAIE strategy, the importance of prior knowledge when learning a concept or new idea will be stressed as candidates are taught to write comprehensive, standards-based lesson plans. Candidates will need to demonstrate how they access and tap into prior knowledge or build a foundation for knowledge as they write, plan, and develop units of study in the multicultural/multilingual foundations, general methods, Literacy in Secondary Schools, and specific subject matter methods courses (EDSS: 531, 532, 533, 541, 542, and 543). It is

expected that candidates are aware of the importance of providing a foundation for study, through vocabulary development, pre-view/review, primary language support and other strategies. As candidates practice TPE's, they are expected to demonstrate that they can consider and make accommodations for students' prior knowledge or the need to develop a foundation for the concept to be learned. All of these competencies are infused across the Single Subject Credential Program.

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

In EDSS 530 they learn about the variations in students' abilities, performance and learning style and the various ways that teachers in regular classrooms can accommodate student variability. They examine various approaches to instruction, such as direct instruction, cognitive, linguistic, humanistic and social approaches. During teaching assignments in student teaching, candidates must indicate on their lesson plans how they will address the specific learning objectives for each learner (See Lesson Plan format). Students who are not able to learn the concepts knowledge or skills of the lesson easily, such as those with special needs or English language learners must be specifically elucidated by the student teacher. During the instructional sequence candidates must describe how they assess students' previous learning and create interest in the new learning, steps that are particularly critical for students with special needs in the class. Candidates must show how they know that students have gained the knowledge, skills or behaviors needed for achievement of the lesson objectives. The candidate must indicate how they prompt or cue for learners who are not easily able to understand the concept or perform as expected. Candidates must indicate how in the lesson they have provided access to the learning for each student who has special needs or is otherwise diverse in learning needs. Follow-up activities must be further specified. Candidates are responsible in student teaching for addressing the learning of every student in their class, whether the student has special needs or is gifted.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Understanding the role of personal, social and emotional development on academic achievement is a professional responsibility that is stressed in a number of courses, including

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

A major component of the EDUC 520 course focuses on the personal, social, and emotional development of children with special attention to behavior. Course assignments such as Initial Observation and Setting Description, Classroom Arrangement, Student Observations, Data Collection Tools and the Management Plan all contribute to the candidates' understanding of their professional responsibilities to the multidimensional development of K-12 students. Additionally, the primary text for the course, stresses the importance of building a democratic classroom that engages students in their own learning and development as citizens in a functional society. Through readings as well as in-class and on-line discussions candidates explore the meaning of being a professional teacher who is responsible to students for more than how they perform on a test. Chapters in the text focusing on visible and invisible students are of special importance in this class.

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

The Standard is met and evidenced in the following course syllabi: EDUC 512; EDUC 520; EDUC 521; EDSS 530; EDSS 540; EDSS 550; EDSS 560; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

Program Standard 13: Preparation to Teach English Learners

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

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

Response

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

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

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

knowledge, skills and abilities to deliver comprehensive instruction to English Learners.

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

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

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

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

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

This approach (the two prerequisites and the infusion of English Learner competencies) ensures that candidates have a strong theoretical foundation in teaching English Learners and the specifics that accompany each discipline area. Theory of language acquisition, Approaches to instruction, and development of appropriate instructional plans is applied and “made real” in the fieldwork/student teaching experience.

Candidates are proficient in teaching and planning linguistically and culturally responsive learning environments (that are reflective of exemplary practice with English Learners). Additionally, candidates develop lessons that promote students’ access and achievement based on the state adopted academic content standards. During coursework in ENGL 475 and EDUC 512 candidates learn about assessing, making instructional decisions, and planning an

academic program that focuses on the progressive development of academic language. Candidates are expected to show that they can differentiate instruction, provide equal access, incorporate the language and culture of the students, and implement English Language Development and Specially Designed Academic Instruction in English. These competencies are then infused across the content area and general education courses.

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

Program Elements for Standard 13: Preparation to Teach English Learners

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

In EDSS 550 candidates are expected to apply English language development to the subject matter content standards and framework. In the resource notebook, candidates will be expected to compile information, research, and strategies on effectively meeting the literacy needs of English Learners to ensure full access to the core curriculum. Candidates are expected to differentiate instruction, develop and use primary language support strategies, include a community/cultural perspective, and accommodate differences in achievement as they plan reading and writing lessons.

In sum, multiple approaches to literacy instruction, in a given classroom context (e.g.,

mainstream, English only and multiple language) are a major focus in EDSS 550. A key feature of the course is the philosophical, theoretical, and pedagogical orientation that guides the course content; in that, issues of language (i.e., social context, acquisition of primary and secondary languages, non-verbal communication and the social function of language) are presented in-tandem with issues of literacy instruction (e.g., first and second language literacy), in English only and multiple language settings.

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

The Standard is met and evidenced in the following course syllabi: EDSS 530; EDSS 540; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

During one of the fieldwork/student teaching experiences, the candidate will have an opportunity to observe in a classroom where daily instruction occurs with English learners. Under the guidance of the cooperating teacher, the candidate will gradually assume teaching responsibilities, and receive immediate feedback and guidance from the master teacher and/or the university supervisor especially regarding the instruction of English Learners. Students will complete one assignment in a classroom setting that offers specially designed academic instruction in English and first and second language acquisition to a substantial number of English learners.

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Field experiences involve the candidate in two sites, over two semesters. At least one site is in a classroom context that reflects diversity, in terms of language, cultural, racial, ethnic, and/or socio-economic backgrounds and should be designated as such, e.g., English Language Development, dual immersion. This site must include English Learners where the candidate engages in planning and delivering specially designed academic instruction, English as a Second Language and/or English Language Development instruction.

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

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

Coursework is clearly linked to field experiences/student teaching, in this case, with respect to instructional practices that promote English language development. For example, in EDSS 550, students complete a case study of an English Learner in which they will be required to gather pertinent information regarding linguistic background, e.g., language classification, supporting assessment data for language proficiency, achievement scores and observational data. Each candidate is required to assess the student for English oral language proficiency, reading and writing.

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

Following the infusion model, each discipline area requires that candidates design and implement lessons that are comprehensible to English learners using equal access lesson

design and differentiation of instruction as a foundation. Each candidate is expected to identify effective instructional strategies in each of the content areas and apply them in the classroom ensuring that they are able to modify the instructional program to meet the needs of English language learners in the field.

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

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

For example, during EDSS 550 candidates learn about theory and practice of language and literacy curriculum and instruction and use information (gained through class readings, cooperative group work, lectures, and assigned observations during field work) on first and second language acquisition and learning. Each candidate plans and delivers lessons that incorporate general (language and literacy instruction) and specific English Learner related pedagogy. Candidates have in-class (and later in the field) opportunities to plan curricular and instructional activities, in a variety of educational contexts (e.g., mainstream, mainstream with 2-3 LM/LEP students, multiple-language contexts). Further parameters are set for in-class planning, e.g., case studies or scenarios with students who are pre-literate, with greater and/or lesser degrees of fluency in English. In this respect, instructors will provide student teachers with a variety of possible scenarios, which could very well surface in a California classroom setting.

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

13(g) through coursework and field experiences candidates learn and understand how to interpret assessments of English learners. Candidates understand the purposes, content and uses of California’s English Language Development Standards, and

English Language Development Test. They learn how to effectively use appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDSS 530; EDSS 540; EDSS 550; EDSS 531; EDSS 541; EDSS 532; EDSS 542; EDSS 533; EDSS 543; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

Additionally, candidates learn to conduct content area assessment in one of their student teaching assignments. They learn to monitor student progress in attaining instructional objectives to review student growth over time and to determine the success of their instructional strategies. This allows the candidate to determine whether or not adjustments to the student's instructional plan are needed. Candidates are required to conduct a content assessment as part of the requirements of the requisite content methods courses EDSS 531, 532, 533 and EDSS 541, 542, 543.

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

The Standard is met and evidenced in the following course syllabi: ENGL 475; EDUC 512; EDSS 540; EDSS 550; EDSS 571; EDSS 575; EDSS 581; EDSS 585

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

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

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

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

Response

As we build our programs and implement our vision of preparing teachers for high quality teaching in inclusive educational programs, working with special needs populations is at the forefront of our agenda. We have developed a process for teaching our candidates how to work effectively with special needs students including students with disabilities, students with challenging behaviors, and students who are gifted and talented. First, candidates must complete one foundational class (SPED 345: Individuals with Disabilities in Society) that provides general information about students with exceptionalities, the adaptations, and services they need and those used in schools. The Professional Preparation sequence focuses on the specific adaptations and modifications that are appropriate for each content area. These courses offer candidates specific strategies, effective and defensible practices, research and readings that prepare them to teach children with special needs, gifts and talents in their classrooms. Candidates will practice differentiation of instruction for students with a wide array of special needs in student teaching. In addition single subject credential candidates complete EDSS 560: Access to Learning: Special Needs Learners in which specific assessments, teaching strategies and modifications of programs are detailed. The infusion model allows our candidates to gain specific implementation information as they work in the discipline areas developing lesson plans and monitoring student learning for success while taking the needs of all students into account.

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

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

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

In the prerequisite course, SPED 345, candidates become familiar with and knowledgeable about specific disabilities. They describe variations in children from developmental,

educational and psychological perspectives. They differentiate characteristics of children in the major categories of disabilities and exceptionality including children who are gifted and talented. The course schedule lists each disability and the related readings that are studied. Each disability is covered in approximately one weekly class session. Candidates complete eight reflective writings about the readings. They also research and make a presentation about one disability to their classmates.

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

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

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

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

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

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

In the prerequisite courses, SPED 345, ENGL 475 and EDSS 550, candidates become knowledgeable about assessing the learning and language abilities of special populations in order to identify students for referrals. Methods and instruments for assessing learning and language abilities are covered in ENGL 475. In the prerequisite course ENGL 475 candidates describe specific strategies for motivating students to perform toward academic excellence including psychological factors affecting first and second language development. They identify and analyze a variety of multicultural/multilingual learner centered instructional strategies including those that maximize comprehensible input, student interactions, and learning strategies for content and language development. As candidates become knowledgeable about learning and language related disabilities in SPED 345 and ENGL 475,

they learn to differentiate between disabilities and language delays resulting from second language acquisition.

In Sped 345, candidates learn about the assessment process and what discriminates a student with a disability from other students in their classroom. They also learn about the role of the special education team in the assessment process. Candidates are taught the characteristics of each disability and what they might observe in their classroom as potential learning and behavioral indicators for referral to special education for more in-depth assessment. They also learn about how students are assessed in classrooms through case studies and classroom observational assignments. In EDSS 530 and EDSS 560, candidates learn to assess learning, motivation and behavior in middle and high school students. They learn the meaning of those assessments, when it is appropriate to refer a child for more detailed assessment, and how to use the assessment for on-going program planning for individualized teaching. In content methods courses (EDSS 540, 531, 532, 533), they learn how to assess content knowledge and skills and how to interpret the assessment information for program planning and referral if indicated. Additionally, during the student teaching, the cooperating teacher and university supervisor guide candidates in the assessment of learning for special education students.

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

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

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

In the courses EDSS 530, 560, 531, 532, 533, 541, 542, and 543 candidates become familiar with and knowledgeable about selecting and using appropriate materials and technologies for the students with exceptionalities in the general classroom. Furthermore, in SPED 345 and EDSS 560 candidates learn about assistive technologies, differentiated teaching strategies, and specialized lesson designs to meet the needs of all students in the general classroom.

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

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

In Sped 345 candidates learn what types of assistive technology are appropriate for students with specific educational needs including both high technology and low technology assistance. They learn about the resources available to teachers through our county schools in terms of personnel and assistive technology materials to assist students with disabilities in their classrooms at the Ventura County Resource Center. They learn how technology is specified on IEPs so that they can insure that students are receiving the assistive technology that is appropriate for them. Candidates learn to select and use appropriate instructional materials and differentiated teaching strategies first, in Sped 345, where they focus on general disability-related strategies. Then, in specific methods courses they learn to apply the strategies in content specific teaching plans. This occurs in EDSS 560. They learn how to connect assessment of student learning with grouping and individualized teaching strategies in these methods courses. The candidates must demonstrate their understanding of individualized and differentiated instruction during the lesson plans that they produce in these courses and in the accompanying student teaching assignments. When student teaching it is expected that candidates will demonstrate their understanding of assessment and differentiated teaching strategies for all students in their class including those with disabilities.

During EDUC 520 candidates visit the Ventura County Office of Education's Professional Library and Learning Resources Display Center that houses curricula materials, adaptive equipment and technological resources for students with disabilities. It also houses the VCOE ATAC/Adaptive Technology Assessment Center. The staff of this center presents assistive and adaptive technology resources available in our county. Candidates learn about community resources by interviewing local teachers and summarizing services in assignments for SPED 345 and EDSS 560. Community resources for students with disabilities and their families are also presented in SPED 345 via panels of community program directors of community social service agencies and parent advocacy groups.

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

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

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

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

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

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

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

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

Candidates are introduced to the social integration of students with disabilities in two courses, SPED 345 and EDUC 520. In SPED 345 candidates learn for whom and when social integration is appropriate. In EDUC 520 candidates learn the techniques and skills associated with social integration. To that end, several assignments cover the issue of social integration for all populations of students. To gain experience in identifying and documenting behaviors candidates create a set of Data Collection Tools for use in their field placement. These tools can range from anecdotal records to behavior checklists and rating scales. Students then practice using these tools through two Student Observation Assignments. They are to use the tools they create to identify social behaviors for several students in the field placement. After the data collection, candidates create a Classroom Management Plan incorporating their data and other class information for their summative course assessment.

Candidates learn about social integration of students with disabilities through coursework and field experiences. Preparation in when and how to address social integration begins in SPED 345 and continues in EDSS 560 where the concepts are presented from a special education point of view (see syllabi in appendix). The instructors for these courses are professors and community practitioners who have had experience in social integration of students with disabilities. For example, one instructor is Frances Arner-Costello, is the Coordinator of the Ventura County SELPA and who has had extensive experience with secondary education. Jill Leafstedt and Tiina Itkonen, both tenure line faculty in Special Education have been responsible for teaching the EDSS 560. In the field experiences and student teaching, university supervisors observe candidates ability to socially integrate students with disabilities into general education.

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

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

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

Response

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

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

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

Program Elements for Standard 15:
Learning to Teach Through Supervised Fieldwork
Elements Applicable to All Programs of Professional Teacher Preparation

15(a) During the supervised fieldwork sequence, all candidates plan and practice

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585

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

As part of the field component associated with EDSS 540, candidates are expected to complete an in-depth case-study that requires them to assess a student's literacy skills, 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.

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

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

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

Performance Expectations in Appendix A.

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585

During the supervised fieldwork, candidates are expected to plan lessons in the given content area, deliver those lessons during small groups and whole class instruction, and reflect on the effectiveness of the lessons. Both the cooperating teacher and the university supervisor will expect to see completed lesson plans that are differentiated and provide equal access to all students. In student teaching, candidates are expected to plan and implement units of study that are integrated and help the candidates become proficient in the Teacher Performance Expectations. A rubric for student teaching supervision that reflects the content of the TPE's that students are to practice and develop is included in the Student Teaching Handbook. While engaged in supervised fieldwork candidates also complete a variety of assignments in coursework and student teaching seminar that require the candidates to not only observe but to become actively involved in the school and classroom.

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

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585

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

Elements Applicable to a Program with Supervised Student Teaching

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

given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.

The university supervisors and the cooperating teacher work in tandem during the eight-week field observation/participation to ensure that the student teacher is becoming progressively more and more competent to take over the classroom for the student teaching experiences. In the middle and high school assignments, university supervisors meet with the students to discuss issues and concerns, conduct on-site conferences with the candidates and cooperating teacher to ensure that satisfactory progress is being made, and use a rubric to provide timely and progressive feedback to the student teacher about progress being made and readiness to take over the class.

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

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

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

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

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

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

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

Not applicable for the Single Subject Credential.

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

The Standard is met and evidenced in the following course syllabi: EDUC 521; EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585

As part of their university prerequisite coursework, candidates are required to observe in classrooms and to work with students a minimum of 45 hours. EDUC 521 is a field experience placement associated with the EDUC 520 course. During EDUC 521 students are

placed in K-12 classrooms for 3-4 hours a week throughout the semester. Students may use these field experience hours to fulfill the 45-hour program admission requirement.

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

Element Applicable to a Program with Supervised Internship Teaching

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585

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

The Single Subject Intern Program will be housed in the Teacher Education Program. We will be working in close partnership with the Ventura County Office of Education. A University coordinator is assigned to the program and is responsible for overseeing the partnership and ensuring that the needs of the districts and the interns are being served. Additionally, each Intern has a university supervisor who works with and helps the intern in the classroom as they are instructing. The university supervisor will make a minimum of six formal observations throughout the semester to observe and mentor the intern as well as complete the Student Teaching Evaluation form to evaluate the progress and performance of the intern. In the intern model, the university supervisor and the intern coordinator work closely together outside of the scheduled observational visits for on-going advising to ensure the success of the intern in all aspects of teaching and managing a classroom.

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

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

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

Response

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

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

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

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585 and the Student Teaching Handbook.

Our Field Placement Coordinator has considerable expertise. Prior to joining CSUCI in 2002, she has been responsible placing student teachers in Ventura County schools for California

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

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

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

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585 and the Student Teaching Handbook.

The field placement coordinator ensures that one placement be with a CLAD/ELD certified teacher teaching English learners to ensure that candidates have an opportunity to put into practice what they have learned in their classes. We place candidates in a number of underperforming schools with teachers who are making a tremendous difference with the students.

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

The Field Placement Coordinator was a trainer in the Ventura County BTSA program and in this capacity is familiar with the local exceptional practitioners who are mentors to beginning teachers. This pool of teachers is expanded through personal interviews and conversations between the Field Placement Coordinator and district and school site administrators. Site administrators are asked to identify cooperating teachers within their communities based upon CSUCI's *Criteria for Selection of Cooperating Teachers*. The criteria have been drawn up with reference to the requirements of the Commission on Teacher Credentialing for support personnel. School site administrators are asked to provide and verify information about their exemplary teaching practitioners to assist the Field Placement Coordinator in ensuring high quality experiences for candidates.

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

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585 and the Student Teaching Handbook.

Cooperating teachers are selected in consultation among school administrators, CSUCI's Field Placement Coordinator and University Supervisors. The teachers may have been

identified by the Field Placement Coordinator or a University Supervisor, or be nominated by either a school administrator or colleague or self-nominated. In the latter two cases the suitability of the nominee is verified with a school administrator. Factors determining the preliminary selection of cooperating teachers are:

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

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

Cooperating teachers' selection is based upon the following criteria:

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

- Enjoyment of professional growth through the exchange of ideas with the student teacher, the university supervisor, and other opportunities offered by the University.

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

If it becomes evident that a teacher is not following exemplary practices or is not willing to follow the established guidelines for directing the growth of a new teacher, the field placement coordinator along with the site administrator will work to correct the situation.

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 581; EDSS 580; EDSS 585 and the Student Teaching Handbook.

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

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

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

Collectively, the university supervisors attend *The University Supervisor Training Program* coordinated by the Field Placement Coordinator at the University. The Field Placement Coordinator, CSUCI faculty and the coordinator of Ventura County's Beginning Teachers Support and Assessment Consortium provide input to the program. The program includes background information about *SB 2042*, the Teacher Performance Expectations and the piloting and inclusion of Teacher Performance Assignment tasks during student teaching practice as well as changes in fieldwork requirements, reflective coaching and mentoring procedures for supervising, assessing the progress or dealing with concerns about student

teachers. In turn, the University Supervisors are responsible for the training and mentoring of the cooperating teachers.

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

The Student Teaching Orientation Meeting is another component of mentoring and training cooperating teachers that is held for one evening during the first week of the semester. It is at this meeting all parties (student teachers and cooperating teachers) are introduced to the program requirements for coursework and field placements. Program philosophy, structure, and theoretical underpinnings, as well as practical tasks expected and required of all parties will be discussed. Cooperating teachers receive a Student Teaching Handbook outlining specific student performance requirements, cooperating teacher responsibilities and university supervisor responsibilities. Additionally, cooperating teachers will receive a list that describes the field-based coursework assignments the student teachers will be completing during the semester. Program faculty will be available to further describe the assignments during this meeting. Following the orientation meeting it is the responsibility of the university supervisor to act as a consistent communication link between the cooperating teacher and the program and program faculty. At times this will involve the university supervisor acting as a mentor for the cooperating teacher by providing additional information or readings related to the course of study in the program.

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

16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach;(3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

The provision of professional development training for cooperating teachers comes from the university's Field Placement Coordinator, members of CSUCI full time education faculty and

the coordinator of Ventura County's Beginning Teacher Support and Assessment Consortium and the School Leadership Series.

1. Professional development providers meet the following criteria:

- successful personal experience in teaching in public schools with diverse settings, including serving multicultural, multilingual and special needs populations
- recent and relevant personal experience in the supervision of teacher credential candidates
- knowledge of research related to the developmental stages of beginning teachers
- recent and relevant personal experience in the provision of in-service training and professional development courses
- expertise in teaching and/or research in various curriculum content areas and theories of effective learning and pedagogy

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

- informed about changes in fieldwork requirements, supervision procedures and supervision and assessment of the progress of student teachers
- knowledge of 2042 Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and the Teaching Performance Expectations through attendance at conferences, seminars and other professional development meetings.

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

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

The Standard is met and evidenced in the following course syllabi: EDSS 570; EDSS 571; EDSS 575; EDSS 580; EDSS 581; EDSS 585 and the Student Teaching Handbook.

Realizing that communication is a key to success, the university takes on the responsibility of ensuring that districts, site supervisors, cooperating teachers, and principals are well aware of all of the requirements and responsibilities involved in the process of working with pre-service candidates. There are at least three approaches toward establishing good communication. First, the field placement coordinator works to ensure that districts and administrators understand the requirements to work with student teachers. Second, the university supervisor meets with the principal and the cooperating teachers to go over roles and responsibilities. Third, the Student Teaching Handbook compiles for cooperating teachers all of the evaluation forms, expectations, and timelines to help them plan effectively to have a student teacher in their classroom.

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

Additionally, the field placement coordinator has established a Cooperating Teacher Task Force that meets to determine needs of the cooperating teacher and ongoing reflection of our practices. In the future we hope to use these task force members to set up a Cooperating Teacher Conference, where best practices of mentoring and coaching are shared, as well as timely topics in education. As a new university, we see it as a way to build our connection with the counties educational community.

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

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

Response

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

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

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

In order to be admitted into the program candidates must successfully complete the CBEST for basic skills and the CSET exam or subject matter waiver from an approved program to verify subject matter competence.

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

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

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

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

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

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

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

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

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

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

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

Response

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

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

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

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

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

Not applicable to Single Subject Program.

18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

Each assignment may be found in the respective course syllabi. Each assignment has been cross-listed with the specific TPEs that are addressed. Please refer to the Appendix. Candidates will have an opportunity to practice teaching strategies that cover all of the TPEs as they are in the process of student teaching. As a part of their field placement, candidates will be expected to apply all of the TPEs in a summative electronic portfolio and will be rated and provided feedback on a rubric that address the portfolio artifacts' connection to the TPEs.

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

Additionally, candidates are expected to complete the full range of TPEs in reading through the literacy class, EDSS 540, where there is an expectation that candidates show proficiency in monitoring student learning, developing a comprehensive and balanced approach to reading and writing across the curriculum, and address the needs of all students. The course assignments are designed to provide candidates practice in the full range of TPEs in the teaching of reading and writing for all students.

The TPE for second language learners is applied in EDUC 512, ENGL 475, and EDSS 550 through the assignments given. Candidates are expected to design an effective program,

differentiate instruction, and use SDAIE strategies that will enable English learners to have access to a rigorous standards based curriculum. Coverage of SDAIE is addressed in EDUC 512, ENGL 475, and EDSS 550.

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

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

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

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

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

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

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

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

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

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

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

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

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

Through formal and informal efforts, program faculty often collaborate with school administration and cooperating teachers regarding program curriculum and assignments. The

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

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

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

Standard 19 Assessment of Candidate Performance

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

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

Response

Every effort has been made to ensure that the assessments made by both CSUCI supervisors and the cooperating teachers are consistent and comparable across the duration of the teaching assignment and with the Teaching Performance Expectations. The same instrument will be used formatively and summatively by both the CSUCI supervisors and the cooperating teachers to measure and record candidates progress. Candidates are made aware of the expectations for their performance during their course EDSS 530, during seminar sessions EDSS 571 and EDSS 581 and during the initial meeting that takes place with their assigned both CSUCI supervisor and the cooperating teacher during the classroom observation phase. Cooperating teachers and teacher credential candidates are provided with the Student Teaching Handbook that includes copies of the student teaching evaluation forms and the Teaching Performance Expectations, from the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs. The observations and assessments of performance made by the cooperating teacher and the CSUCI supervisor are immediately shared with the candidate. The feedback and discussion is the basis for goal setting for the candidate, and for targeted coaching from the cooperating teacher and the supervisor.

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

To ensure as far as possible that the assessment administered by the cooperating teachers and University's supervisors is consistent, reliable and valid, they attend *The Cooperating Teacher Training Program* coordinated by CSUCI's Field Experience Coordinator. To be systematic in the administration of the summative assessment, and to reduce complicating factors for the candidates, the same Midterm and Final Evaluation documents are completed

by the cooperating teachers and University supervisors. The format of the instrument used for the evaluation teaching performance is specifically aligned to each of the thirteen Teaching Performance Expectations. Prior to candidates being placed in the field, CSUCI faculty field supervisors, the Field Experience Coordinator and cooperating teachers meet to discuss the Student Teaching Performance Evaluation instrument to ensure the format is clear, lacks ambiguity, is easy to administer and is consistent with the TPE's. The instrument will be reviewed at the end of the first semester and any necessary revisions made. This process will be ongoing.

The summative assessment of candidate performance and competence in relation to the TPEs is multidimensional. The first dimension consists of the candidate/student teacher/intern's score on the Evaluation of Student Teacher Performance Rubric completed by the cooperating teacher and university supervisor. The cooperating teacher and university supervisor will conference and complete a summative student teaching evaluation for the candidate/student teacher/intern. The candidate/student teacher/intern must score a "2" or higher on 80% of the items scored. This instrument is the same used for midterm and final evaluations for both of the student teaching experiences. The elements of the rubric are aligned to the thirteen TPEs and the candidate/student teacher/interns are very familiar with this instrument by the end of the first semester of the Single Subject Program.

Another dimension of the summative assessment of candidate performance is the candidate's Program Portfolio. For the summative evaluation, candidates must compile a comprehensive Program Portfolio aligned to the TPEs to provide evidence that they have successfully met and or exceeded all of the requirements to become successful teachers. Candidates have multiple opportunities throughout the program to create and collect the evidence and build their Program Portfolios.

The structure of the portfolio has evolved over six semesters and has been implemented in the electronic environment using a commercial product. The portfolio consists of four Core Competencies that have been aligned to the TPEs. Each Core Competency houses several sub-elements for which the candidates submit at least two artifacts. The students are responsible for writing a reflective narrative for each Core Competency that address how their artifacts represent their knowledge, skills, and dispositions and how they are connected to the TPEs. Candidates are evaluated on these two criteria in addition to their writing abilities using a rubric developed by two faculty in the Education Program (Grier & Denney). First semester students are responsible for completing one core competency during EDSS 571. This is an opportunity for formative feedback prior to completing the rest of their portfolio the following semester. Students are required to obtain a minimum cumulative score of "5" for each core competency with no one rubric criteria being below a "1" on a 4 point scale of "3" distinguished to "0" unacceptable. Our expectation is that all candidates will be "proficient" which correlates to an average of "2".

The Single Subject Program is using portfolios for several purposes. They are used as a way to organize evidence that documents the growth and development in what teacher credential candidates know and can do. CSUCI faculty will use the content of the portfolios to review and evaluate teacher credential candidates' progress as well as evaluating the success of the

program. Portfolios also enable candidates to showcase for job interviews the teaching talents, skills, abilities and accomplishments they have acquired so far.

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

University program faculty, the University supervisor and the cooperating teacher recommend the candidate for a teaching credential. If it is deemed necessary to have further recommendations, a second supervisor and the Field Experience Coordinator are asked to evaluate the candidate's performance. The final evaluator is the Program Coordinator of CSUCI's Single Subject Credential Program.

The process of recommending candidates for credentials closely resembles and is related to the second semester portion of the process of determining “readiness”:

Position in Program	Measure	Evaluated by...	Progress on to...
2 nd Semester—end of eight-week student teaching	Score of “2” or higher on 80% of the items on the Evaluation of Student Teaching Performance rubric	Cooperating teacher and university supervisor	Candidacy for a Single Subject Credential
Prior to end of 2 nd semester	Faculty review of candidate overall performance in coursework and on the Program Portfolio	Program faculty, university supervisors and possibly the cooperating teachers and/or other school administrators	

Appendices