

This document is intended to show what a well put together document looks like in terms of hyperlinking and responding to feedback in the methods described in [PSA 10-12](#).

Many of the links have been disabled to reduce the size of the document in order to provide this sample.

Working links:

Standards 2, 4, 6, and 8B

Syllabi 201 and 301

Appendices A, B, and C

Assessments

Intern Standards 2, 4, and 8B

Some of these pieces of the document may not show in their entirety.

This document is not an example of narrative content.

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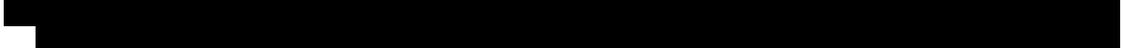
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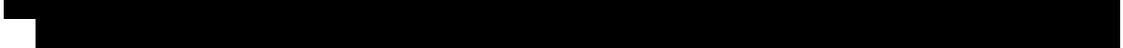
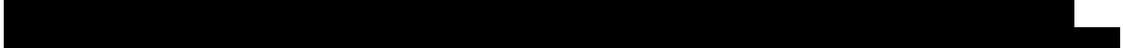
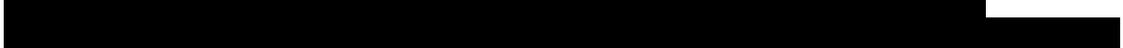
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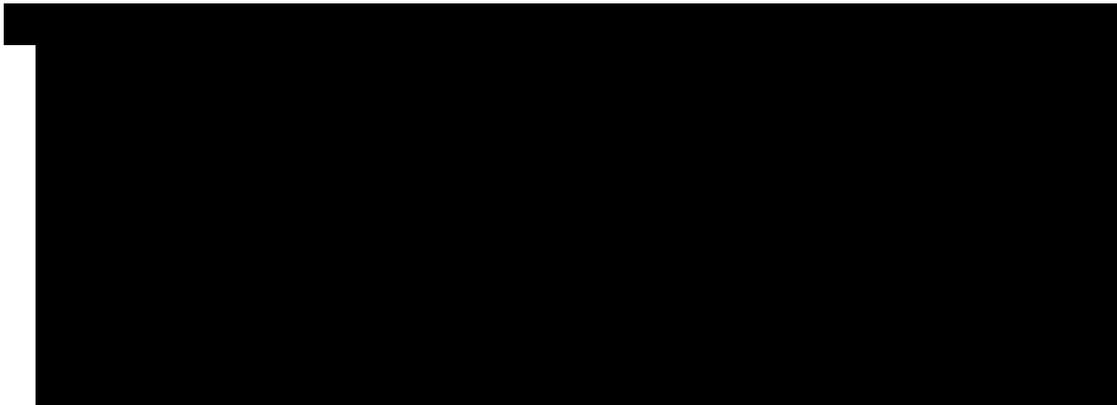


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[REDACTED]

Directions for Readers

This report is comprised of four sections:

Section One is the program's response to the Program Standards. The Program Standards are in blue, the program's responses in black.

Section Two contains the expanded syllabi for each course in the program. The expanded syllabi detail the course objectives, readings, topics and activities for each lesson. Full descriptions of each course assignment are also provided.

Appendices and Section Two are hyperlinked to the Program Standards of Section One. Section one reports where and how the program meets each standard. Section Two and Appendices provides the supporting evidence of how each standard is met.

This document is in PDF format. Please note that the **back arrow** in the tool bar will enable the reader to easily go back and forth between the Program Standards and the supporting evidence. Click on *bookmarks* if you would like the table of contents to appear on the side bar.

Section Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program's 2009 Biennial Report.

Section Four is the program response to the Intern Program Delivery Model. The program offers a single subject intern program. Sections One and Four are hyperlinked. Therefore, the reader has two options for reviewing the Intern Program responses:

- 1) Read immediately after reading each applicable Program Standard
- 2) Read the entire Intern Program Delivery Model responses in their entirety.

Section One: Program Standards

Standard 2: COMMUNICATION AND COLLABORATION

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.

██████ values its many partners who collaborate with the program to strengthen the teacher credential program. The responses below illustrate these partnerships.

Partnerships address significant aspects of professional preparation, and include collaboration between

- (a) subject matter preparation providers and pedagogical preparation providers; and between*
- (b) these pedagogical preparation providers and at least one local education agency that sponsors an induction program for beginning teachers where program completers are likely to be hired.*

The program sponsors a CTC approved Liberal Studies Major. Collaboration between professional preparation and subject matter faculty is facilitated on an ongoing basis in a variety of ways.

- First of all the university is small. The 50+ full time faculty know each other and work together on a daily basis. Faculty from the School of Arts and Sciences worked closely with the School of Education in developing the 2042 Liberal Studies Major. Key content area faculty wrote the Liberal Studies curriculum with the School of Education.
- It is the Director of Undergraduate Education programs who oversees the Liberal Studies curriculum and monitors its alignment to the 2042 competencies. The director is a full time School of Education professor. The director works with both the Schools of Education and Art and Sciences on course alignment by reviewing course substitution requests, reviewing transfer coursework, reviewing new concentrations. The Director of Undergraduate Education Programs also oversees alignment charts between the community colleges and ████████ Liberal Studies curriculum.
- Furthermore, university governance is set up to facilitate monitoring of course changes including revisions, additions, and deletions to majors. Proposed changes first are presented at the university Academic Council. Dean's and faculty representatives look holistically at how a proposal may impact an existing program. As all faculty worked on the design of the 2042 Liberal Studies major, the Deans are always aware of how changes in their programs or majors may effect the Liberal Studies major that borrows heavily from the general education coursework.
- The university is currently designing a new integrated general education core curriculum. Two School of Education faculty members serve on the steering committee for this university-wide endeavor.

The program has several collaborative partners outside of the university:

BTSA/Induction Advisory Boards

serves on the BYSA/Induction Advisory Boards for the following school districts:
 Unified

School of Education Advisory Board

School of Education Advisory Board is comprised of deans, district superintendents, administrators, educators, graduates, business persons, and community members who give valuable input into the development and on-going refinement of the Teacher Education Programs.

TEACH Academy

Teach Academy is a student education academy operating out of High School in . The purpose and mission of Teach Academy taken from the website <http://www.1.html> is:

The TEACH Academy at Century High School is a college preparatory program for sophomores, juniors and seniors who are interested in careers in teaching. The program is a recognized California Partnership Academy and serves the students of the Unified School District.

The mission of the program is to develop a strong foundation for college bound students who are interested in becoming educators and role models in their community.

Two full-time education faculty members serve on the Advisory Board of this academy, representing University. This advisory board is comprised of local universities and community colleges that support the mission of the Teach Academy. This advisory board meets several times a year in support of the academy. At the same time, the Director of Teach Academy, is a participating member of the School of Education Advisory Board.

Continues Support Through TEACH Scholarship
 - April 2008 For the fourth year in a row University has once again awarded a scholarship for this year's senior Education Academy class. The scholarship has been awarded to . Congratulations!
<http://www.1.html>

Village of Hope

partners with the Village of Hope.

The Village of Hope, a 192-bed transitional housing program for homeless men, women and children, opened in March 2008 with the arrival of 30 men from the Rescue Mission's shelter in Santa Ana. The Children's Dream Center, a 6,000 square foot center located on the Village campus, was completed three months later in July and the Rescue Mission began admitting single homeless women with children and intact families.

<http://www.intro.htm>

As written below from the website, [REDACTED] staffs the after-school tutoring program at the Village of Hope. A full-time faculty member is on the governing board for this after-school program. A representative from the Village of Hope also participates in [REDACTED] Advisory Board.

Child Development Center: The 6,000 square foot Child Development Center offers age appropriate activities through the day for pre-school children and an on-site after school tutoring program for school age children which is taught by [REDACTED] volunteers.

In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the preliminary professional preparation program and monitor its implementation on a continuing basis. These partnerships would include 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 program has received and continues to receive value input on a wide range of teacher education/preparation topics from its many partners.

Advisory Board Feedback

The advisory board began as the *Teacher Education Professional Advisory Council* (TPEPAC) which began in 1996. This collaborative group played a substantial role in developing [REDACTED] 2042 coursework and field experience sequence. In 2006, the group was renamed the Dean's Advisory Board. Current members of this advisory board represent local teachers, superintendents, curriculum leaders, community members, and business persons. Below are discussions and input received from two meetings.

October 2008 ([Appendix A](#))

In soliciting input from the members of the advisory board on ways in which [REDACTED] can continue to grow and improve in both the course content and field components the members of the board made the following suggestions that relate directly to the teacher credential program.

- Data interpretation and application is a critical component of teaching today. This should be emphasized in both the MA and the Credential program. This may also include hands on practice and formative and summative assessment.
- Analysis of student work (not grading) should be emphasized at both levels.
- Collaborative actions among teachers need to be practiced.
- Teachers need to discover what is necessary to work in a program improvement school.
- The establishment and practices of community relationships should be taught to all teachers.

- Teaching the growing English Language population is a topic that must be covered at all levels.

A few examples of how [REDACTED] is working on follow through after hearing these suggestions include the following:

- Professional Learning Communities has been introduced as a topic in Educ 201 Introduction to Teaching Careers II and is used as a strategy in Educ 523 Integrated Methods. In addition [REDACTED]'s program has always emphasized collaborative practices throughout the credential courses.
- Other things were reaffirmed by the comments of Board members: the importance of teaching ELL strategies, the importance of analysis of student work, and data interpretation and application. All are components of the 2042 program.

June 2009 ([Appendix B](#))

Participants were asked to how [REDACTED] could better serve the local districts, teachers and community? Suggestions made by the Board members included the following:

- Offering university credit for significant professional in-services organized and presented by the school districts.
- Offering university credit towards master degree in Curriculum and Instruction for BTSA/Induction
- Offering a course to district teachers toward becoming a Student Teacher Supervisor. Course would include training on CSTP's, TPE's, and TPA's.
- Offering the use of [REDACTED] facilities in [REDACTED] for County trainings, ACSA workshops, Buy-back Days trainings, etc.
- Inviting district personnel to [REDACTED]'s graduate symposia which cover topics such as data analysis, PLC's, RTI's, interviewing techniques, etc.
- BTSA could be provided by [REDACTED] or a consortium to schools or districts that do not offer the Induction program.

Action has taken place on each of these items.

The Director of the Education Programs at the [REDACTED] site has been meeting with school district staff members in order to develop plans. [REDACTED] High School District has received permission to develop an appropriate syllabus for staff development programs so that [REDACTED] can sponsor them as avenues for graduate credit. Meetings with assistant superintendents of [REDACTED] and [REDACTED] have been scheduled to discuss the staff development opportunities and other items that were generated at the Advisory Board meeting. The items about BTSA are already in place – graduate credit is available and [REDACTED] is part of the [REDACTED] consortium for BTSA.

Another topic at this advisory board meeting was recruitment of new students. The following ideas were discussed.

- Meet with each district contact person to schedule information meetings within the district. These meetings could be located within the district office or at school sites. Current students or recent [REDACTED] graduates, who work within each particular district, would be invited to give testimonials.

- More signage
- Incentives to current students for bringing in new students

BTSA/Induction Partnerships

The [redacted] participants at the district BTSA/Induction Advisory Boards have actively participated in the Induction Program review process reviewing the annual evaluations and contributing to discussions on ways to bring up areas needed strengthening according to the reviews. During the 2007-2008 school year both [redacted] and [redacted] were engaged in the program review process. The [redacted] representative to those districts was a part of the Board session with the state reviewers.

Additional Information 1:

Please provide specific evidence that there is collaboration in delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment verification of teaching competence.

- The minutes of the Advisory Board Meeting of June 2009 ([Appendix B](#)) addressed the preparation of cooperating teachers. The concept of offering a course to district teachers in order to become a Student Teacher Supervisor was presented by members of the Advisory Council. It was suggested that the course would include training on CSTP's, TPE's, and TPA's. This was a new group of advisory board members and they found out that such training is provided to cooperating teachers by the Director of Student Teaching. Never the less this was a very appreciated suggestion and in the future there will be more input from the advisory board in developing these sessions designed to prepare cooperating teachers in their important role including training in CSTP's, TPE's, and TPA's. (See Advisory Board Structure – below)
- There is continual collaboration in determining field placement sites between the Director of Student Teaching and the Director of Human Resources or the designated person in each district for the placement of student teachers. One formal piece of evidence is the request form ([Appendix T](#)).
- The current design of the field placement experience dates back to 2002 when the SB 2042 program was being developed. The advisory board was very active at that time in both input and review of all aspects of the program including the field experience component, delivery of instruction, and assessment. This involvement is documented in the attached meeting minutes ([Appendix R](#))
- Continuous involvement by the Advisory Board will be strengthened with a redesign of the structure of the board both in terms of membership and of specific functions. See the proposed structure of membership and functions of the revised Advisory Board in the revised response in the next section.

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.

The program continuously reviews the terms and agreements of partnerships with its student teaching school sites. [redacted] places students in 41 school districts. Formal *Memorandums of Understanding* (MOU's) are required for each partnering school district. These contracts are

negotiated between the university and the district. Each partner reviews the document and must have board or administrative signatures for approval. The roles, responsibilities and relationships are clearly defined. Most contracts are renewed on a 3 year cycle unless otherwise stipulated. Cooperating teacher stipends and specific details regarding insurance coverage are clearly defined. See [Appendix C](#) for a current MOU.

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.

Student Teaching Partnerships

The office of the student teaching program gains valuable and ongoing program feedback. This office continuously works with district personnel, site principals, cooperating teachers, and university supervisors. Feedback is gained through informal face-to-face conversations, formal orientation meetings and formal program evaluations from cooperating and supervising teachers (see CT Evaluation form – [Appendix D](#)). Feedback from these partners in recent years has resulted in:

- Requiring the university supervisor to meet with the cooperating teacher before the student teaching semester begins
- Creation of a formal planning instrument that charts out the student teacher's tasks building to daily instruction
- Working on evaluation forms to align to TPEs
- Resource CD with student teaching handbook, forms, and materials
- Less paperwork – forms and paperwork of student teaching have been streamlined
- Creation of a Student Teaching Blackboard website with online discussion
- Computerized forms

██████████ County Department of Education

The program works closely with ██████████ County Department of Education:

██████████ is an active participant in ██████████ County Teacher Preparation Induction Collaborative (██████████). This collaborative consists of university deans and directors of education from both private and public colleges and universities, assistant superintendents of human resources from local districts, BTSA directors, and county personnel. The purposed of this collaborative is to share expertise, make connections and to develop a county-wide voice for education.

██████████ also is linked with ██████████ County Department of Education as a member of the ██████████ CDE Induction Consortium. ██████████ developed a "district" for non-public school teachers and that "district" is a part of the Consortium. This collaborative effort provides an avenue for teachers who otherwise would not have a district in which to complete their two year induction program. For the 2009-2010 school year the ██████████ Collaborative in this consortium has the largest number of teachers enrolled compared to the other 8 school districts. ██████████ sustains

personnel for this program. The Director of Private School Collaborative runs the program on a daily basis. This director works under one of the Assistant Deans in the School of Education.

Satellite Site

University is also reaching out to partners with the local districts surrounding our regional site in [REDACTED]. We are in the process of collaborating with districts in staff development programs so that teachers may earn graduate credits for such participation. The university and the districts are reviewing and developing syllabi for these staff development programs. Currently the [REDACTED] High School District has been given permission by its Board to engage in such a collaborative and the process of the syllabus development is underway.

Additional Information 2:

Though there is evidence that the program collaborates with [REDACTED] COE, there is not evidence that there are opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, educational research centers, business representatives, and teachers' bargaining agents.

Clarification of our current collaborative relationships with districts related to design and delivery of programs:

It was mentioned in the comment that it is clear that we collaborate with [REDACTED] County Department of Education, but we also have partnerships via participation on different advisory boards (different districts use different titles). At these advisory boards there is significant input of information to [REDACTED] on strengths and weaknesses of teacher preparation programs through the assessment of the first year teachers as part of their BTSA programs. The data collected on the first year teachers and that program are shared with all on the boards. There is always an opportunity for the universities present at these meetings to present information or solicit input from the members of these boards on programs being developed by the university. See Appendix S for sample meeting minutes. Membership on these boards includes representatives of at least one member of the bargaining unit for that district.

Another opportunity provided by [REDACTED] County Department of Education for school district personnel, county office staff and university deans to partner is [REDACTED] County Teacher Preparation-Induction Collaborative [REDACTED]. The following description taken from the [REDACTED] County Department of Education website describes this collaborative. [REDACTED] is active in this group.

County Teacher Preparation-Induction Collaborative

This countywide group, The [REDACTED] County Teacher Preparation/Induction Collaborative [REDACTED], joined together to break down communication barriers, to improve articulation focused on teacher retention, and to foster common problem solving. University deans and directors of education (both public and private IHEs), assistant superintendents of human resources, district BTSA/Induction directors, and county office management staff tackle issues of territory, competition, and scarce resources to strengthen and support the "teacher pipeline."

Representatives from these respective agencies will share their expertise, and connect people and processes to promote open communication to "speak with one voice," build a purposeful learning community, and enhance countywide innovation.

At the same time as we feel we have many partnerships going we realize that we need to strengthen our relationship and communication with *parent and community organizations, business representatives, and teachers' bargaining agents*. In order to do this we will strengthen our Advisory Board membership and functions.

1. Revise the structure of the School of Education Advisory Board in order to have full representation of the groups identified. While [REDACTED] has an Advisory Board which has been involved in program development particularly in times of curriculum revision i.e. developing the 2042 program, the representation has mostly been drawn from teachers, administrators and district office personnel.
2. Develop a standing agenda for each meeting to be sure that all topics of this standard are included. Certain topics would be addressed at each meeting, others annually as data is collected so it can be reviewed.
 - a. *developing program policies*
 - b. *reviewing program practices pertaining to recruitment, selection and advisement of candidates;*
 - c. *development of curriculum;*
 - d. *delivery of instruction;*
 - e. *selection of field sites;*
 - f. *design of field experiences;*
 - g. *selection and preparation of cooperating teachers; and*
 - h. *assessment and verification of teaching competence.*

Advisory Board Structure Member Revision

Members shall consist of a minimum of the following:

Five (5) teachers from school districts which participate in the student teaching and/or intern program

Four (4) administrators from school districts which participate in the student teaching and/or intern program

Two (2) parents representing a parent /school and/or community organization
i.e. [REDACTED] Unified Parent Council

Two (2) representatives from the business community

One (1) teacher union representative (from any of the participating school districts)

One (1) representative from [REDACTED] County Department of Education

Dean of the School of Education

Director of the Teacher Credential Program

Credential Analyst

Representatives of the credential teaching faculty

Business of the Advisory Board for the Teacher Credential Program

Solicit input from the Advisory Board for the following

- Review summary data from student teaching and end of year evaluations and make suggestions in areas of need - at each October meeting review the data from the previous year student teaching evaluations regarding program
- Marketing/recruitment within districts and communities – on agenda each April meeting
- Participate in the development of the Student Teaching Seminars – on agenda October meeting
- Participate in planning student teaching/intern cooperating teacher training sessions – on agenda October meeting
- Report from Director of TPA's each October meeting with the purpose of informing and soliciting input from the group on preparing our students to transition from the TPA's to the CSTP's and BTSA.

Single Subject Intern Program Delivery Model:

Intern Program Delivery Model:

Intern programs are joint programs of employing school districts and approved program sponsors and require on-going collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

Additional Information 3:

Though the MOU is specific about program operations it does not speak to partnerships with school district bargaining agents to address the availability, selection, preparation, and services of mentor teachers.

Additional information requested is located in Intern Standard 2

Single Subject Intern Program Delivery Model Response for Standard Two is located in Section Four of this document. [Click here to access](#) Intern Standard 2.

Standard 4: RELATIONSHIP between THEORY and PRACTICE

The program's responses to this standard address the overarching theme and opening statement of the Standard.

The teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between foundational issues and theories and professional practice related to teaching and learning.

Additional Information 1

The readers were unable to find evidence that the candidates *implement* the relationships between foundational issues and theories and profession practice related to teaching and learning.

Please note: Specific Implementation activities are included in the grid below, beginning with this hot pink indicator.

The following responses indicate how the program provides this opportunity for analysis, implementation and reflection through course discussions, activities and assignments.

In coursework, classroom observations and supervised fieldwork, candidates examine research-based theories and their relationships to

(a) *Principles of Human Learning and Development*

EDUC 201

- Field work – [Assignment 3](#) – Observations focused on the TPEs

EDUC 301

- Compare and contrast Vygotsky & Piaget and discuss implications for teaching ([session 1](#))
- Lighting a light bulb with a battery & wire – Candidates view Annenberg Media – Minds of Our Own “Can We Believe Our Eyes?” Candidates are provided time to complete the task. Discussion follows as to why this was difficult, if they had the requisite concepts to complete the task ([session 1](#)).
- Describe / define Zone of Proximal Development ([session 1](#)).
- Analysis and discussion following Video samples of Piagetian Object permanence & Concrete Operational stages (session 1)
- Brain development and learning ([session 2](#))
- How People Learn: Introduction to Learning Theory (Annenberg Video Series) ([session 2](#))
- The roles of metacognition, scaffolding, motivation ([session 2](#))
- Resolving Developmental Crisis activity ([session 4](#))

EDUC 501

- Bloom's levels of thinking and questioning ([session 8](#))
- Teaching models of concept attainment and development based on research of Hilda Taba and Jerome Bruner ([session 10](#))

EDUC 502

- List External protective factors (External Developmental Assets categories) ([session 7](#))
- List Internal protective factors (Internal Developmental Assets categories) ([session 7](#))
- Describe the major findings of resiliency research ([session 7](#))

EDUC 551

- Language literacy in first and second languages ([session 3](#))
- Second language acquisition theories ([session 5](#))
- ELD, SDAIE, CALLA ([session 7](#))
- Phonology, morphology, semantics, and syntax in development of reading skills for ELs ([session 9](#))
- Reading readiness vs. emergent literacy ([session 10](#)).
- Developmental spelling stages ([session 10](#)).

EDUC 522

- How Students Learn Math and Science (Piaget and Zontan Dienes) ([session 1](#))

EDUC 524

- Characteristics of today's adolescent learner and how to create learning opportunities that support student development, motivation, and learning ([session 1](#))
- Developmental Assets ([session 1](#))

EDUC 580/581

- Field Experience – [Assignment 5](#)– Reflective Journal of Field Experience

Candidates IMPLEMENT relationships between *principles of human learning and development* and practice in numerous ways:

- Candidates implement research and concepts of Erikson when they identify developmental crises and implement a resolution for each identified crises – Educ 301 ([session 4](#))
- Candidates apply Erikson and Kohlberg as they implement solutions to role play “Helping Unpopular Children” (EDUC 301 [Session 3](#))
- Candidates implement Gardner’s theory of Multiple Intelligence when they design classroom strategies for each intelligence – (EDUC 301 [session 6](#))
- Candidates implement principles for connecting student background knowledge and experience to delivery of learning experiences by designing activities to gain access to student background and knowledge (EDUC 501 [Assignment 1](#))
- **Lesson Plans:** The lesson plans candidates both design and deliver demonstrate their implementation of Vygostky’s ZPD, the student developmental needs, and student background. Candidates demonstrate their ability to implement scaffolding, considering students’ developmental needs and background knowledge each time they plan and deliver a lesson as verified in the Lesson Observation Form ([Appendix E](#)).
 - Connects the lesson to student background and prior knowledge (TPE 7, 8, 9)*
 - Uses multiple modes and materials to present and reinforce content (TPE 4)*
 - Engages student in challenging activities that are developmentally appropriate (TPE 5, 6)*

The following assignments require candidates implement the relationship between *principles of human learning and development* and practice:

- 501 [Assignment 3](#), [Assignment 4](#)
- 502 - Making Adaptations for a Student - In this activity you will be given a description and assessment data for a student. In addition you will be given the description of a unit of study. Your job will be to plan possible adaptations in each of the nine areas of differentiation for this student. [Session 11](#)
- 551 [Assignment 5](#)
- 522 [Assignment 3](#); [Assignment 7](#)
- 523 [Assignment 4](#)
- 524 [Assignment 5](#)

- 560 [Assignment 1](#); [Assignment 2](#); [Assignment 5](#)
- 570 [Assignment 1](#); [Assignment 2](#)
- 580/581 [Field Experience Assignments](#)
- Student Teaching [Assignment 2](#)

Candidates further implement principles of human learning and development as they successful complete the CalTPA <http://www.ctc.ca.gov/educator-prep/TPA-California.html>

Subject Specific Pedagogy - Case 1

Designing Instruction – Steps 1B, 2, and 3

Assessing Learning – Steps 1 and 2

Culminating Teaching Experience – Steps 1B, 1C, 2B

(b) Pedagogical Strategies and Options

EDUC 201

- [Assignment 3](#) Observations focused on the TPEs

EDUC 301

- Multiple Intelligence Activity Chart ([session 6](#))
- IQ – its use, strengths and weaknesses ([session 6](#))

EDUC 501

- Lesson planning based on research of Robert Gagne and Madeline Hunter ([session 3](#))
- Bloom's questioning ([session 8](#))
- Teaching models of concept attainment and development based on research of Hilda Taba and Jerome Bruner ([session 10](#))

EDUC 502

- Strategies and options for each of the 12 Student Academic Needs (Activity - [Session 11](#))
- Selecting adaptations options for a student with SN (Activity – [Session 11](#))

EDUC 522

- Inquiry strategies (Suchman's Inquiry, Group Investigation Teaching Models) ([Session 1](#))
- Problem Solving Process ([Session 1](#))

EDUC 524

- *Cooperative Learning* Teaching Models ([session 3](#)).
- *Suchmann Inquiry* Teaching Model ([session 4](#)).
- *Presenting and Explaining* Teaching Model ([session 5](#)).
- *Classroom Discussion* Teaching Model ([session 6](#)).

EDUC 551

- Language literacy in first and second languages ([session 3](#))
- SDAIE, ELD, CALLA pedagogical strategies (session [5](#), [7](#))
- Strategies to assist beginning writers ([session 9](#))
- Strategies to support literacy development ([session 10](#))
- Role graphic organizers play in rehearsing – writing promotes rehearsal and retention ([session 12](#))
- [Assignment 4](#) ELD, SDAIE, CALLA Graphic Organizers
- [Assignment 5](#) Multicultural Trunk Project

Candidates IMPLEMENT relationships between foundational issues regarding pedagogical strategies and options and practice in numerous ways:

EDUC 524

- National and CA Academic Content Standards (session [2](#), [3](#))
- Planning the curriculum content (session [2](#), [3](#))
- Activity – Debate – Should all secondary students experience the same curriculum? ([session 2](#)).
- Debate: Should Secondary Schools Emphasize Education for the Workplace? ([session 2](#)).
- Activity – small group content discussion of articles and contents of text readings (most sessions)
- Curriculum Concepts – Lecture curriculum concepts, such as what influences scope and sequence choices ([session 4](#)).
- Alternate Scheduling – pros and cons of block scheduling ([session 6](#))

Candidates IMPLEMENT relationships between foundational issues of curriculum and instruction and assessment in numerous ways:

Candidates design and implement assessments

EDUC 501 [Assignment 5](#), [Assignment 6](#) Candidates implement assessment strategies in designing assessments

EDUC 522 [Assignment 5](#) – Candidates implement intervention strategies based on analysis of student work

EDUC 551 Administer (implement) and interpret SOLOM ([session 7](#))

- EDUC 560 Candidates analyze IRI data and implement a “Next Steps Standards-Based Instructional Plan.” ([session 10](#))
- EDUC 560 [Case Study – Elementary](#) Candidates assess literacy level, and designing a plan (based on RLA standards) which will take the student to the next stage of literacy development.

EDUC 570 [Case Student – Middle/High School](#) Candidates assess the content area literacy of their case study student.

Candidates implement instruction based on CA Academic Content Standards, a requirement for all lesson plans designed and delivered throughout coursework and student teaching: [Assignment 3](#) [APPENDIX E](#) [APPENDIX I](#)

Candidates demonstrate their ability to implement curriculum, instruction and assessment strategies each time they plan and deliver a lesson as verified in the Lesson Observation Form ([Appendix E](#)).

Lesson plan shows evidence of quality instructional planning (TPE 1)

Uses multiple modes and materials to present and reinforce content (TPE 4)

Provides ample practice & application of lesson objectives & content (TPE 4)

Makes adjustment for EL to strengthen language & academic development (TPE 7)

Selects appropriate small, large, whole group arrangements for instruction (TPE 9)

Incorporates progress monitoring during instruction to assess understanding (TPE 2)

- 501 [Assignment 3](#), [Assignment 4](#)
- 551 [Assignment 5](#)
- 522 [Assignment 3](#); [Assignment 7](#)
- 523 [Assignment 4](#)
- 524 [Assignment 5](#)
- 560 [Assignment 1](#); [Assignment 2](#); [Assignment 5](#) 570 [Assignment 1](#); [Assignment 2](#)
- 580/581 [Field Experience Assignments](#)
- Student Teaching [Assignment 2](#)

Candidates further implement curriculum, instruction and assessment strategies as they successfully complete the CalTPA <http://www.ctc.ca.gov/educator-prep/TPA-California.html>

- 501 [Assignment 3](#), [Assignment 4](#)
- 551 [Assignment 5](#)
- 522 [Assignment 3](#); [Assignment 7](#)
- 523 [Assignment 4](#)
- 524 [Assignment 5](#)
- 560 [Assignment 1](#); [Assignment 2](#); [Assignment 5](#) 570 [Assignment 1](#); [Assignment 2](#)
- 580/581 [Field Experience Assignments](#)
- Student Teaching [Assignment 2](#)

Candidates further implement foundational issues of student accomplishment, attitude and conduct as they successfully complete the CalTPA <http://www.ctc.ca.gov/educator-prep/TPA-California.html>. Candidates assess and describe their classrooms and focus students' accomplishments, attitude and conduct then implement lessons and assessments based on those needs.

- Subject Specific Pedagogy - Cases 1, 3, 4
- Designing Instruction – Steps 1B, 2, 3, 4
- Assessing Learning – Steps 2, 3, 4
- Culminating Teaching Experience – Steps 1B, 1C, 2A, 3

ALSO, please note the following excerpt and chart contained in STANDARD 14 is copied below. This excerpt and chart specifically detail the foundational principles and concepts learned in coursework as applied and implemented in instructional delivery.

During the full-time student teaching semester, candidates apply and develop the skills of delivering instruction and managing a classroom they acquired during the coursework and earlier field experience portions of the program. In this semester candidates participate fully in the range of duties and functions a teacher maintains both in the classroom and as well as a member of the school community. The most efficient way to show how the major concepts of the program are expanded and built upon in the student teaching semester is to annotate the Lesson Evaluation Form ([Appendix E](#)) used when formally assessing candidates' instructional delivery. Below you will see two charts. The first one shows the items assessed. The following chart has the annotations.

Excerpt from Lesson Observation Evaluation Form

4 3 2 1 NA	Written lesson plan shows evidence of quality instructional planning (TPE 1)
4 3 2 1 NA	Communicates instructional objectives and states their relevancy (TPE 1, 5)
4 3 2 1 NA	Connects the lesson to student background and prior knowledge (TPE 7, 8,
4 3 2 1 NA	Explains lesson content, directions and procedures accurately and clearly (TPE 1, 4, 9)
4 3 2 1 NA	Uses multiple modes and materials to present and reinforce content (TPE 4)
4 3 2 1 NA	Engages students in challenging activities that are developmentally appropriate (TPE 5,6)

Working collaboratively, course instructors, program field supervisors, and district support personnel explain and illustrate a variety of models of teaching and the application of these models contextually.

Additional Information 2:

Reader Comments:

When working collaboratively, the readers were unable to find evidence that program field supervisors and district support personnel explain and illustrate a variety of models of teaching and how they instruct the candidate on the application of these models contextually. See additional information in STUDENT TEACHING section below at the end of this element.

The program sponsor requires all instructors of credential coursework to not only teach candidates a variety of teaching models and strategies, but to also use these models in their delivery of the course content. This provides the candidates numerous opportunities to see the strategies and models applied contextually. Candidates are immersed in the models and strategies as they participate in the credential coursework. When candidates write their own lesson plans, they must identify the teaching model and label the various teaching strategies employed in the lesson. Cooperating teachers and university supervisors, in the student teaching program, are familiar with the teaching models and guide candidates in their designing of and instructional delivery of their lessons.

The following assignments and activities indicate how the program sponsor integrates the teaching and modeling of teaching models and strategies throughout the program.

EDUC 301

- Jigsaw of disabilities and special needs identification ([session 5](#))
- Jigsaw – “Memory Skills” ([session 9](#))
- Jigsaw - Cooperative learning examples – class demo ([session 13](#))

EDUC 501

- Teaching model of direct instruction is taught and modeled by instructor ([session 3](#))
- Teaching model of STAD is taught and modeled by instructor (sessions [8](#), [11](#))
- Teaching model of Classroom Discussion Model is taught and questioning strategies are demonstrated ([session 8](#))
- Teaching model of Concept Attainment is taught and modeled by instructor ([session 10](#))
- Teaching model of Concept Development is taught and modeled by instructor (sessions 9, 10)
- [Assignment 3](#) and [Assignment 4](#) – Writing Lesson Plans. Candidates must write lesson plans using the teaching models of Direct Instruction, Concept Attainment, and the Classroom Discussion Model.

EDUC 551

- Demonstration of SDAIE lesson and ELD lesson ([session 5](#))
- Demonstration of Language Experience Approach ([session 11](#))
- CALLA lesson demonstration ([session 13](#))
- Demonstrate Guided Reading Groups ([session 13](#))

EDUC 522

- Instructor demonstration of Suchman's Inquiry ([session 1](#))
- Teaching using constructivism ([session 2](#))
- Modeling teacher demonstration ([sessions 1-6](#))

EDUC 524

- Cooperative Learning Teaching Models ([session 3](#)).
- Suchmann Inquiry Teaching Model ([session 4](#)).
- Presenting and Explaining Teaching Model ([session 5](#)).
- Classroom *Discussion* Teaching Model ([session 6](#)).

EDUC 560

- Instructor models a book-sharing lesson ([session 1](#))
- Demonstration of phonics instruction ([session 5](#))
- Demonstration of "word sorts" ([session 7](#))
- Demonstration of "Vocabulary Development" ([session 7](#))
- Coaches candidates in using the Scholar's Circle discussion strategy (sessions [1](#), [10](#))
- Instructor demonstrates Read-Aloud integrating vocabulary, idioms, and descriptive language ([session 9](#))
- Instructor demonstrates Literary Response and Analysis of Narrative Text strategies ([session 11](#))

EDUC 570

- Instructor coaches candidates in using Cooperative Learning Model to identify literacy standards ([session 2](#))
- Instructor coaches candidates in using Group Investigation Model to examine the topic of struggling readers ([session 3](#))
- Instructor coaches candidates in using Concept Attainment Model to examine the topic of academic vocabulary ([session 4](#))
- Instructor coaches candidates in using Jigsaw Cooperative Learning Model to examine the responsive strategies of Think Aloud; Reciprocal Teaching, QARs, QtA; and DRTA ([session 8](#))

STUDENT TEACHING SEMESTER

Reader Comments:

When working collaboratively, the readers were unable to find evidence that program field supervisors and district support personnel explain and illustrate a variety of models of teaching and how they instruct the candidate on the application of these models contextually.

Cooperating teachers and university supervisors continue to building on coaching candidates in a variety of models of teaching and application of these models contextually during the student teaching semester.

Candidates are in student teaching full time for a full semester. During this time they plan and deliver instruction under the supervision of the cooperating teacher and university supervisor culminating in teaching for the full day for at least 4 weeks.

- University Supervisors and Cooperating Teachers are versed with the Models of Teaching. During planned orientation meetings conducted by the Director of Student Teaching, University Supervisors and Cooperating Teachers are apprised of the program's use of the *Models of Teaching* during a candidate's coursework. The full descriptions of the *Models of*

Teaching are housed in the Student Teaching Handbook for the review of both the cooperating teacher and the student teacher. Cooperating Teachers are expected to continue to provide contextual examples and coach their student teachers regarding these established models. The cooperating teachers are also encouraged to add to the candidate's repertoire their own unique of teaching strategies and models as they coach their student teachers.

- Candidates observe a variety of instructional models delivered by CT in beginning weeks of student teaching experience. They see their cooperating teaching using a variety of instructional strategies. In their daily meetings with their cooperating teachers they discuss and critique the use of a variety of strategies. See the sample Multiple and Single Subject Long Term Planning sheets that guide the semester activities in [Appendix O](#) and [Appendix P](#).
- Cooperating teachers show and explain a variety of instructional strategies contextually to their student teachers during the student teaching experience.

Cooperating Teacher Responsibilities (p. 5 - 6, Student Teaching Handbook)

Guide and Monitor Instruction

- *Meet regularly with your student teacher about lesson plans, classroom management techniques, suggestions for smoother routine, etc. Provide honest evaluative comments about strengths and areas needing improvement. Be helpful, supportive, and encouraging.*
- *Coach your student teacher and demonstrate the various models and strategies of teaching contextually leading your student teacher to assume full time teaching in your classroom.*
- *Require at least two fully written lesson plans each time a new content area is taught and for all formal observations. Require all lesson plans to be submitted at least 24 hours in advance for your review and feedback. (If a student does not submit a plan, do not allow him/her to teach and notify the university supervisor. It is crucial that the inability to follow procedures is dealt with as early as possible).*
- *Remain in the room with the student teacher during the first weeks of his or her teaching. When you eventually leave him or her in charge of the class for increasing lengths of time, you should still be available on campus even though out of sight.*
- **Allow the student to assume full time teaching when you are confident that the student teacher is ready.** Student teachers are required to teach a minimum of four weeks of full day teaching during the student teaching semester (multiple subject – two at each placement).
- **Do not allow the Student Teacher to assume control of the classroom until he/she:**
 - *Knows all students in the class by name, or has seating charts for each class.*
 - *Knows the classroom and school discipline plans and policies.*
 - *Knows classroom and school emergency procedures to be followed in the event of fire, earthquake, flood, etc.*
 - *Has demonstrated competency in lesson preparation and delivery.*
 - *Has demonstrated competency in classroom management.*
- University Supervisors or Cooperating Teachers will team teach a lesson with a student teacher in the early weeks of the student teaching semester to further contextualize the various models of instruction and delivery.
- Additionally, candidates must verify the teaching model they are using for each formal lesson observation. See Models form in [Appendix Q](#).

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

Standard 6: PEDAGOGY and REFLECTIVE PRACTICE

To maximize learning, candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They learn to develop safe, inclusive, positive learning environments that promote respect, value difference, and mediate conflicts according to state laws and local protocol.

EDUC 502

- Elements of effective and well-managed classrooms ([session 1](#))
- Communicating care and support for students; creating and maintaining open and professional relationships with students ([session 1](#))
- “Nurturing Teacher” Self-Assessment ([activity-Session 2](#))
- Fostering cooperative and collaborative learning experiences; evaluating the pros and cons of cooperative learning ([session 3](#))
- Developing and teaching classroom procedures; identifying and proactively addressing common classroom problems ([session 6](#))
- Strategies for responding to minor and major classroom disruptions ([session 8](#))
- Methods and strategies for student-student conflict resolution and group problem solving ([session 10](#)) Candidates respond to conflict resolution vignettes and analyze and reflect on their solutions (activity – [session 10](#))
- Advantages and disadvantages of behavioral interventions; strategies for developing behavioral skills ([session 12](#))
- Anti-bullying strategies; violence prevention strategies; suicide prevention strategies; threat assessment ([session 13](#))

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 teaching practices. The program fosters each candidate's realization that the analysis and assessment practices promote a teacher's professional growth.

Candidates begin to evaluate instructional alternatives in their first field experience that is connected to the course, EDUC 201 – *Introduction to Teaching Careers*. Field experience observations are based on the California *Teaching Performance Expectations*. The log book for this course guides the candidate through focused observations for each TPE. Candidates write a summary and reflection for each TPE based on their observations ([Assignment 3](#)).

Evaluation of instructional alternative and reflection of teaching practices are continuously integrated throughout the program coursework, leading up to full time student teaching as detailed below in course assignments and activities:

- [Assignment 2 – The Lesson Plans](#): This series of lesson plans shall reflect content based on CA Framework/standards and CA Subject matter competencies. When developing these lessons, include opportunities for students to experience the new vocabulary and concepts included in the lessons through structured and guided practice including: active listening, speaking, reading and writing.
- [Assignment 2 – Lesson Plan 2](#) – “Before Reading” activity lesson.

Additional Information:

Readers were unable to see connection between the interpretation of data and planning and differentiation of instruction.

The following activities demonstrate how candidates specifically plan and differentiate instruction based on student assessment data and diverse learning needs of the full range of learners:

Assessment of needs and plans for action

EDUC 301 [Assignment 2](#)

Candidates interview a child or youth and obtain information and data about the child’s/youth’s background as possible. The candidate uses the data to plan appropriate classroom strategies based on that the data collected to address the challenges the child/youth has identified.

EDUC 501 [Assignment 4](#)

Candidates are given the description of and assessment data for an English learner and a student with special needs. Candidates write a lesson for the whole class. Next, they decide how they will differentiate instruction for each of these two students based on the student descriptions and assessment data.

EDUC 502 [Making Adaptations for a Student](#) (session 11 activity)

Making Adaptations for a Student - In this activity candidates are given a description and assessment data for a student. In addition, they are given the description of a unit of study. Candidates plan possible adaptations in each of the nine areas of differentiation for this student.

EDUC 522 [Assignment 5](#)

Mathematics Analysis: Candidates correct math papers at their school site. They analyze the mistakes made by the students. They then, plan and implement intervention strategies for two different learners based on the analytical data. A written report of two to three pages with materials created, and analysis of the intervention outcome are expected.

EDUC 551 ([session 7](#)) activity

Candidates administer the SOLOM test. Interpret the results. Based on the results develop a learning activity to target the identified learning needs.

Error Analysis of Written Work ([session 9](#))

Candidates assess global and local errors and error analysis in written language samples. Next, they identify the learning needs to target and plan a learning activity to target those needs

EDUC 560

Cooperative Groups Analyze IRI Data and Develop a “Next Steps Standards-Based Instructional Plan”: Includes determination of literacy levels and an inventory of the mock student’s strengths and weaknesses. Plans are submitted ([session 10](#))

Standard 8B: PEDAGOGICAL PREPARATION for SPECIFIC CONTENT INSTRUCTION

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

In the subject to be authorized by the single subject teaching credential, the preliminary 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 (a) the state-adopted academic content standards for students and/or curriculum framework in the content area, and (b) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (a) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific Teaching Performance Expectations (TPE 1B), and (b) to apply the TPEs to instruction in the subject to be authorized by the credential. 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.

All single subject candidates take the foundational coursework where they learn the basics of instructional planning and delivery for diverse populations. The following chart provides a brief overview. The specifics of each course have already been detailed in responses to Program Standards 1-7 and are further detailed in the subsequent Program Standards 9 -13.

A BRIEF OVERVIEW OF FOUNDATIONAL COURSEWORK

Course	Major Concepts Addressed in the Course
EDUC 201 Introduction to Teaching Careers	<ul style="list-style-type: none"> • Introduction to the TPEs • Early field experience • History and philosophy of American and California education
EDUC 301 Educational Psychology for Diverse Learners	<ul style="list-style-type: none"> • Major learning theories and application to the students and classrooms of today
EDUC 501 Instructional Planning and Assessment	<ul style="list-style-type: none"> • Crafting learning goals based on the CA Content Standards • Designing standard-based lesson plans that make content accessible to all students • Selecting, writing, and designing appropriate assessments for entry level assessment; progress monitoring; and summative assessment • Candidates are required to write lessons and assessment based on their credential content area

EDUC 551 Language and Culture	<ul style="list-style-type: none"> • Candidates learn the basics of primary and secondary language acquisition • Candidates learn how to integrate Language Development Standards into the learning experiences they design for their students • Candidates learn to apply EL strategies
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Single subject candidates continue to develop and apply their skills in planning learning experience in a more focused manner as they work through EDUC 524-Secondary Methods, EDUC 570-Reading in the Content Areas, and EDUC 581-TPA Practicum: Student Teaching I. The response to each content section of Program Standard 8 reflects the concepts, skills and procedures specific to this block of coursework targeted at the single subject candidate's specialized content area.

8B(a) MATHEMATICS

During interrelated activities in program coursework and fieldwork, candidates learn specific teaching strategies that are effective in supporting them to teach the state-adopted academic content standards for students in mathematics (7-12).

EDUC 524 Mathematics Module

- Graphing calculators ([session 2](#))
- Hands-on and technology tools for algebra ([session 2](#))
- Manipulatives for geometry – pattern blocks, geoboards, 3D solid models, paper folding, computer explorations ([session 3](#))
- Investigating fractal images on computer ([session 3](#))
- Algebra tiles – manipulative integrating algebra and geometry ([session 3](#))
- Applying transformations and symmetry to analyze mathematical situation ([session 3](#))
- Cooperative learning in the mathematics classroom ([session 3](#))
- Communicating through graphs and statistical measures ([session 4](#))
- Activities that foster data analysis and probability ([session 4](#))
- Using the strategies of *counting*, *existence*, and *optimization* in problem solving ([session 5](#))

They enable students to understand basic mathematical computations, concepts, and symbols, use them to solve common problems, and apply them to novel problems.

EDUC 524 Mathematics Module

- Basic mathematical computations, concepts and symbols provide the foundation for higher levels of mathematics ([session 1](#))
- Building on basic mathematical foundations in teaching algebra ([session 2](#))
- Building on basic mathematical foundations in teaching geometry ([session 3](#))
- Building on basic mathematical foundations in teaching data analysis and probability ([session 4](#))
- Building on basic mathematical foundations in teaching discrete mathematics ([session 5](#))

They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

EDUC 524 Mathematics Module

- Connecting algebra to other areas of mathematics and content areas ([session 2](#))
- Connecting algebraic thinking and reasoning to the real world ([session 2](#))
- Using math models to represent and understand relationships ([session 2](#))
- Activities that promote algebraic thinking and reasoning ([session 2](#))
- Connecting algebra to other areas of mathematics and content areas ([session 2](#))
- Connecting algebraic thinking and reasoning to the real world ([session 2](#))
- Connecting geometry to other content areas and real-life ([session 3](#))
- Data and probability in the news – connecting skills to real-life ([session 4](#))
- Using data analysis and probability across the curriculum ([session 4](#))
- Discrete math strategies lend themselves to “real-life” problems ([session 5](#))
- Making connections between discrete math and the other areas of mathematics ([session 5](#))

They provide a secure environment for taking intellectual risks and approaching problems in multiple ways.

EDUC 524 Mathematics Module

- Encouraging risk-taking ([session 1](#))
- Instilling flexibility, curiosity and persistence in the mathematics classroom ([session 1](#))
- Instilling flexibility, curiosity and persistence in the mathematics classroom ([session 1](#))
- Van Hiele developmental stages ([session 1](#))
- Brunner’s stages of representations ([session 1](#))
- Developing and evaluating inferences and predictions based on data ([session 4](#))

Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of different solution strategies.

EDUC 524 Mathematics Module

- Activities that promote algebraic thinking and reasoning ([session 2](#))
- Using visualization, spatial reasoning, and geometric modeling to solve problems ([session 3](#))
- Activities that promote geometric reasoning ([session 3](#))
- Selecting and using appropriate statistical methods to analyze data ([session 4](#))
- Collecting data using a variety of means ([session 4](#))
- Using a variety of sampling methods ([session 4](#))
- Using probability for problem solving ([session 4](#))
- Using the strategies of *counting*, *existence*, and *optimization* in problem solving ([session 5](#))
- Using computer simulations ([session 5](#))
- Representing problem situation using discrete structures such as finite graphs, matrices, sequences, and recurrence relations ([session 5](#))
- Representing and analyzing finite graphs using matrices ([session 5](#))
- Solving enumeration and finite probability problems ([session 5](#))

They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

- Levels of Teacher Questions: verbs for Bloom's Taxonomy; probing questions ([session 3](#))
- Affective dimensions – setting the right environment for effective learning and conversation ([session 3](#))
- Interpersonal mode: communicative activities accomplished through direct interaction with others; primary purpose is either transactional (obtain something from someone else) or interactional (establish mutual acquaintanceship); the effects of past experience and social identities on interaction; accommodation of others' interactional styles ([session 5](#))

Candidates also demonstrate that they can effectively use technology to support and enhance their instruction.

EDUC 524 Foreign Language Module

- Integrating technology into the foreign language curriculum ([session 2](#))
- Portfolio Assessment: formative and summative; webfolios ([session 4](#))
- The use of technology in communicative activities (email; synchronous & asynchronous discussions) ([session 5](#))
- Technology for interpretive communicative activities: Internet, films, audiotapes ([session 5](#))
- The use of technology for engaging in presentational communicative activities: audio and visual recording equipment, Internet, graphics ([session 6](#))

Additional Information

Reader Feedback:

Readers are unclear about the fieldwork opportunities for single subject credential candidates. In particular, it is the readers' understanding that the course EDUC 580/581 is taken prior to their student teaching experience and that the course is taken by both multiple and single subject candidates. There does not appear to be any differentiation in the assignments and fieldwork for multiple and single subject candidates. Readers are concerned that the single subject fieldwork assignments may not be appropriate to the credential. Further clarification on this course and the fieldwork expectations for single subject candidates would be helpful.

Note to readers from the writer: August 10, 2010

In trying to be efficient I have referred to EDUC 580/581 together and I see where this has led to confusion. These are two separate courses:

EDUC 580 TPA Practicum: Student Teaching I – Multiple Subject

EDUC 581 TPA Practicum: Student Teaching I – Single Subject

This course is taken in the last semester before student teaching. The face-to-face weekly seminar topics are the same for both multiple and single subject, thus both classes have the same syllabus outline of topics. Therefore, only one syllabus 580/581 appears in the syllabi section of this document. The foci of the weekly seminars are the same whether multiple or single subject.

1. Familiarize the candidates with the CalTPA.
2. Monitor the fieldwork placement
3. Discuss fieldwork assignments
4. Discuss TPE reflections

Both EDUC 580 and EDUC 581 share a common Course Handbook. This is where I added to your confusion. I see I only included the 580 (multiple subject) field assignments and had left off

the next section of the handbook that had the 581 (single subject) field assignments. I have placed the single subject assignments in this document. Now as you read through the following, you will see single subject candidates are in the appropriate content area placements and are doing appropriate secondary activities.

So sorry for the confusion. The following should make sense now.

Experiences in Interrelated Fieldwork and Student Teaching

Implementation in Student Teaching

Single subject candidates apply the foundational principles and instructional strategies examined and practiced in coursework, as described in the previous pages, in the field experience and student teaching components of the program. The table below provides an overview of the instructional planning and delivery required of all candidates. The table is followed by a description of the activities that require single subject candidates to teach and guide actual student in the content areas.

Field Experience	When in the Program	Overview of Nature and Tasks of the Field Experience
EDUC 580 TPA Practicum: Student Teaching I - Multiple Subject	Last course in the program. This field experience is sequenced just before the Student Teaching Semester	<ul style="list-style-type: none"> • Focus on participation in a K - 6 classroom, implementing small and total group instruction • School Site Survey • Multiple Subject Field Experience Assignments - Candidates design and deliver learning experiences for their classrooms • Reflective Journal– Candidates write a reflective entry for each visit to their classrooms • TPE Reflections and Self-Evaluation – Candidates evaluate and reflect on their progress to date regarding each of the 13 TPEs • Complete and pass the first two tasks of CalTPA: Subject Specific Pedagogy and Designing Instruction
EDUC 581 TPA Practicum: Student Teaching I - Single Subject	Last course in the program. This field experience is sequenced just before the Student Teaching Semester	<ul style="list-style-type: none"> • Focus on participation in a 6 -12 classroom, implementing small and total group instruction • School Site Survey • Single Subject Field Experience Assignments • Candidates design and deliver learning experiences for their classrooms • Reflective Journal– Candidates write a reflective entry for each visit to their classrooms • TPE Reflections and Self-Evaluation – Candidates evaluate and reflect on their progress to date regarding each of the 13 TPEs • Complete and pass the first two tasks of CalTPA: Subject Specific Pedagogy and Designing Instruction

STUDENT TEACHING	Full-time student teaching for an entire semester after candidates have completed the program coursework	<p>Required Tasks and Assignments</p> <ul style="list-style-type: none"> • Weekly Reflections • At least 18 formally written and delivered lesson plans • Lesson plan book – record of all additional lessons taught • Demonstrate at least six different Models of Teaching • TPE Reflection and Self-Evaluation • At least 2 VHS/DVD Recordings of Instruction with self evaluation of each • Full day instruction of at least 4 weeks • Log book • Seminars • Passage of last two tasks of the CalTPA: Assessing Learning and Culminating Teaching Experience
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EDUC 581 TPA Practicum: Student Teaching I – Single Subject

The *TPA Practicum: Student Teaching I* is a seminar course with field experience completed the semester before full time student teaching. This course gives single subject credential candidates opportunity to implement, in a classroom setting, many of the skills they are learning in the concurrent coursework.

This course is comprised of four components:

1. The Weekly Seminar
2. Completion of structured field experience
3. Completion of tasks 1 and 2 of the CA Teacher Performance Assessment
4. Completion of the TPE Reflection and Self Evaluation

Single subject candidates are placed in public middle and high schools in their designated credential content area with qualified cooperating teachers who hold the appropriate content area credentials and authorizations. To ensure proper placements, the office of field experience makes these placements. To verify single subject candidates are in proper setting candidates submit a [verification form](#) in the first week of their placement.

Therefore, Single Subject Candidates plan and deliver instruction in the content areas of their credential in this practicum and field experience course. Descriptions of these [Single Subject field experience assignments](#) in the content areas are found on pages 12-13 of the *TPA Practicum Course Handbook*.

Student Teaching Semester

Full application of skills, concepts and procedures candidates learn in coursework for each content area is expected in the student teaching semester as candidates design and deliver learning experiences for their students.

Single Subject Placements for Student Teaching (*p. 2 of the Student Teaching Handbook*)

Students seeking the single subject credential will student teach for a full academic semester, which corresponds to the middle or secondary school calendar. This is approximately 90 teaching days and is typically at one assignment in one location. School curriculum, schedule and policy will impact teaching responsibility, but typically the student teacher will be assigned 3-4 periods of teaching along with a period of observation in a traditional schedule. At least two different courses at different grade levels will be assigned in the candidate's content area. For example, 2 periods of English I and 2 periods of English II, as opposed to 4 periods of English I. Equivalent assignments in block scheduling can be arranged.

A typical schedule includes 1-2 weeks of orientation in the classroom, followed by a gradual assumption of the teaching responsibilities in weeks 2-6 and culminating in full assumption of classroom responsibility. The student teacher is required to assume full responsibility of the classroom for at least four weeks. Schedules may vary depending on district policies and requirements in which the student teacher is placed for assignment.

Candidates demonstrate their ability to plan and deliver instruction in their designated content areas as evidence by:

- The [Sample Long Term Planning Grid](#) provides an overview of the expectations for the student teacher's instructional planning and delivery of their designated content area at a glimpse. The sample planning grid demonstrates that candidates are teaching in their content areas in during the student teaching semester.
- **Lesson Plans:** a minimum of 18 fully written lesson plans are required. Once a candidate demonstrates mastery of well organized instructional planning and delivery, the candidate records instructional planning in a teacher plan book. Click the [Lesson Plans](#) link to review the full description of instructional planning expectations as written in the Student Teaching Handbook.
- **Models of Teaching:** Student teachers are also required to demonstrate the use of a variety of teaching models as they plan and deliver learning experiences. Click on [Models of Teaching](#) to access the form that verifies this.
- **Formal Lesson Observations and Evaluations** –Candidates are formally observed and evaluated at least 12 times throughout the student semester. The evaluations further verify the candidates' delivery of their specified credential content areas. Please click on the link [Formal](#)

[Lesson Observations](#) to view the evaluation form and click on the [Lesson Scoring Rubric](#) to view the expectations for each assessed category.

- **Midterm and Final Student Teaching Evaluation:** Candidates are also formally evaluated four times throughout the semester. In each placement, the single subject candidates are assessed on their instructional planning and delivery in the content areas, specifically Domain A.

Excerpt from Evaluation

4	3	2	1	Domain A: Making Subject Matter Comprehensible to Students
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates knowledge and command of the subject matter (TPE 1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aligns instruction to California Academic Content Standards (TPE 1)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interrelates ideas and information within and across subject matter areas. (T

Please click [Midterm and Final Student Teaching Evaluation](#) to access the entire evaluation form.

- **Teaching Performance Assessment:** The program implements the CalTPA for the teaching performance assessment of its candidates. Three of the CalTPA tasks, Designing Instruction, Assessing Learning, and Culminating Teaching Event required candidates to plan and implement instruction in the content areas to real students in a classroom setting. This further evidences that the candidates teach and guide actual student in the content areas.

Single Subject Intern Program Delivery Model:

Intern Program Delivery Model:

The intern preservice component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

Single Subject Intern Program Delivery Model Response for Standard Eight B is located in Section Four of this document. [Click here to access](#) Intern Standard 8B.

Section Two: Expanded Syllabi

EDUC 201 Introduction to Teaching Careers

 – Fall 2009

Instructor:

Office:

Phone:

E-mail:

Semester Credit Hours: 1

Time: Mondays 5:00 – 5:50

Location:

Course Description

This course focuses on a broad picture of teaching through an emphasis on the California Teaching Performance Expectations (TPEs). Through course activities and the required related field experiences candidates will identify and observe the elements of each TPE.

Course Learning Goals

As a result of this course students will

1. Apply the California *Teaching Performance Expectations* to pre-professional and professional classroom experiences and classroom discussion (TPE 1-13)
2. Use on-line and library data bases to locate educational journal articles related to the *Teacher Performance Expectations*. (TPE 1-13)
3. Develop an initial personal philosophy of education paper based on an understanding of major educational philosophies of the past. (TPE 13)
4. Identify persons and events in American history that have significantly impacted the development of American educational thought, schools, and curriculum.
5. Identify issues related to schools and educational systems common to American education. (i.e. school funding, state board of education, certification, induction, school structure organization. Professional organizations, professional learning communities - PLC) (TPE 12, 13).

Course Materials:

Sadker and Sadker.(2002) *Teachers, Schools, and Society* 7th edition. Boston: McGraw –Hill.

EDUC 201 Lessons

Session 1

Presentation/Discussion

- Review of Syllabus
- Review of Field Experience Assignment Procedures
- Review of Field Experience Log Assignments

Field Experience Assignment

Fifteen hours of classroom observation in an assigned classroom focused on observing the California Standards for the Teaching Profession.

During either the Educ 201 all students will be placed with CLAD/LDS or bilingually credentialed teachers. All multiples subject (MS) students will be placed in a classroom in which beginning reading is taught through a balanced reading program. (RICA)

Session 2

Readings: Field Experience Lab Booklet

Presentation/Discussion:

- Using on-line and library data bases to locate educational journal articles related to the Teacher Performance Expectations. (Obj. 2)
- Intro to CELT – ██████████ Center for Excellence in Learning and Teaching
- Why Teach?

Activities/Assignments

- Video: 2009 Teacher of the Year

Session 3

Readings: “A Teaching Gem” – a reading – link found on the Educ 201 Blackboard site

Presentation/Discussion Topics:

- Being an Effective Teacher
- Who are my Students?
- Who controls schools/curriculum?
- What must I be able to do to be an effective teacher to all my students in any setting or grade level?
- Overview of CalTPA and the TPE's – Where do they fit in – from Educ 201 → Induction
- The CalTPA, its purpose – privacy and anonymity of candidate responses - the appropriate uses of candidate performance data

Activities/Assignments

- Instructor led activity with three circles on board
 - Students
 - Curriculum
 - Skills a teacher needs (reflecting on students and curriculum) in order to be an effective teacher

- Lead students into connections showing relationship of student characteristics, curriculum issues and skills needed to be developed by future teachers
- Assignment due: Essay – Why I want to Teach (Assignment 1)

Session 4

Readings: Self selected article relating to TPE Domain C by assigned team member (Engaging and Supporting Students in Learning)

Presentation/Discussion Topics:

Domain C: *Engaging and Supporting Students in Learning*

TPE 4 Making Content Accessible

TPE 5 Student Engagement

TPE 6 Developmentally-appropriate Teaching Practices

TPE 7 Teaching English Learners

Activities:

- Introduction presentation to *Engaging and Supporting Students in Learning*
- Brainstorm Question – What would a classroom that engaged and supported all students in learning look like?
- Compare notes to standard/TPE's
- Share experience with one previous teacher and identify specific examples of what he/she did to impact you as a learner.
- Link back to “who are your students” to be sure that EL are addressed in making content accessible
- Student Presentation of article for Domain C – Assignment 6.

Session 5

Readings: Self selected article relating to Domain E by assigned team member (Creating and maintaining Effective Environments for Student Learning.)

Presentation/Discussion Topics:

Domain E – *Creating and Maintaining Effective Environments for Student Learning*

- Overview of Domain E
- TPE 10 Instructional Time
- TPE 11 Social Environment

Activities:

Class Activities for Domain E: Creating and Maintaining Effective Environments for Student Learning

- Video clip from ASCD Classroom Management Series – HS PE Teacher
- Identify in video what teacher did to maintain effective learning environment and specifically to maximize instructional time and to create a positive social environment
- Share responses
- Student presentation of article for Domain E – Assignment 6

Session 6

Readings: Self selected article relating to Domain A by assigned team member (Making Subject Matter Comprehensible to Students)

Presentation/Discussion Topics:

- Domain A: *Making Subject Matter Comprehensible to Students*
- Specific Pedagogical Skills for Subject Matter Instruction (reading/language arts, math, science, history/social sciences)
- Using Your Professional Organizations for researching your content area.

Activities:

- Review each element of TPE 1/Domain A
- Student Presentation of article for Domain A – Assignment 6
- Project examples of the Professional Organizations – open examples of features on various web-sites and *Subject Matter Professional Organizations*
 - [REDACTED] County Reading Association
 - California Council for the Social Studies
 - National Association of Elementary School Principals
 - NCTM (National Council of Teachers of Mathematics)
 - TESOL (Teachers of English to Speakers of Other Languages)

Session 7

Readings: Self selected article relating to Domain D by assigned team member (Planning Instruction and Designing Learning Experiences for Students)

Presentation/Discussion Topics:

- Follow up discussion on the research students did on professional organizations
- Domain D: *Planning Instruction and Designing Learning Experiences for Students*
 - TPE 8 Learning About Students
 - TPE 9 Instructional Planning
- Instructor Presentation – Linking the critical component of instructional planning to knowing your students

Activities:

- Student Presentation of article for Domain D – Assignment 6

Session 8

Readings: Self selected article relating to Domain B: Assessing Student Learning by assigned team member

Presentation/Discussion Topics:

- Domain B: *Assessing Student Learning*
 - TPE 2 Monitoring Student Learning
 - TPE 3 Interpretation and Use of Assessment

Activities: Student Presentation of article for Domain B– Assignment 6

Session 9

Readings:

- Defour, R. (2004) What is a “Professional Learning Community”? Educational Leadership, May 2004, p. 6-11.
O’Donovan, E. (2007) Principal Opinion: Professional Learning Communities, District Administrator, March 2002, p. 94-96
Adams, C. (2009) Learning Communities; Instructor, August 2009.

Presentation/Discussion Topics:

Domain F: *Developing as a Professional Educator*
TPE 12 Professional, Legal and Ethical Obligations
TPE 13 Professional Growth

Activities:

- Defining *Professional*
- Introduction to Professional Development for Beginning Teachers i.e. Induction Programs
- Link the TPE 12 and 13 to knowledge to be learned throughout teacher preparation program and through Induction programs (PowerPoints, teacher presentation, discussion).
- Professional Learning Communities

Session 10

Readings: Sadker & Sadker compiled book (Primis) – Philosophy of Education Chapter

Presentation/Discussion Topics:

- Philosophy of Education
- Introduction to Concept of Educational Philosophy
- What is a philosophy?
- What is a philosophy of education?

Activities:

- Teacher description cards assigned to each team
- Team’s look at characteristics of teacher
- Large chart is developed together leading to classification of teachers by philosophy
- Developing your personal philosophy of education
- Each student will be required to develop a 1 – 2 page philosophy. This philosophy is the student’s personal beliefs about priorities in education from the perspective of the classroom teacher.

Session 11

Readings: Sadker & Sadker compiled book (Primis) – History of Education

Presentation/Discussion Topics:

History of American Education

Activities:

Activity with biography cards (assignment 8)
Each student will be assigned either a European or American Educator who made significant contributions to the development of educational systems and schools. Each of the following questions should be answered and in a first person format.

- My name is _____.
- I am most known for _____
- My educational ideas were influenced by (context of times, place, economy, politics, etc.)
- You can still see influences of me in today's American education in the following ways _____
- Every student of teaching should remember this about me _____

Session 12

Presentation/Discussion Topics:

- Schools and School Systems
- Instructor presentation on state functions in education, charter schools, California State Board of Education; CCTC, Accreditation, school funding and trends in funding and home schooling

Activities:

"Exit Slip" on key points of instructor presentation

Session 13

Readings: Hole, S. & McEntee, G.H. Reflection is the Heart of Practice, Educational Leadership, May 1999, 56, 8, pp. 34 - 37

Presentation/Discussion Topics:

- Sharing philosophies of education Discussion Questions: Share with your team aspects of your personal philosophy that seem significant in defining you as a teacher and why.
- Additional Topics – continued from Lesson 12 – Reflection of a Professional

Activities:

- Students will share their philosophies with their teams and provide feedback to each other (assignment 7)
- In their teams students will complete worksheet based on "Reflection is at the Heart of Practice"

Session 14

FINAL ACTIVITY

Reflection on Field Experience in light of the TPE's

- For this discussion each of the 13 TPE's will be addressed.
- The students are to have completed their field experience logs and that will be the foundational source of information for the team activity.
- Students will move as a team to each cluster of TPE's and identify each aspect of the TPE's they observed and what opportunities there might have been in lessons that they observed that could have extended to address the components of the TPE's.
- **Write a personal goal** for each TPE that you will seek to attain as you enter Educ 580, student teaching and your career.

Assignment 1

WHY DO YOU WANT TO TEACH?

Reflect on the reasons you are going into the teaching profession. Are you looking for a stable job, summers off, change of career, following a family tradition, the love of teaching, a passion for working with children or teenagers, a passion for a particular content area, etc.? Give some deep consideration as to why you are choosing this road in your life and express your thoughts.

Assignment 2

INTERVIEW YOUR COOPERATING TEACHER

Schedule a time to interview your Cooperating Teacher.* The interview will give you relevant insights on the teaching profession. Take advantage of the opportunity to gain some helpful ideas that you can use to help enhance your career in the classroom. Use the directions below to help you format your interview. Type a summary of the interview in essay format. Do not just list questions and answers. Conclude your paper with personal comments and reflections on the interview process and the insights you have gained.

Before you begin your interview, follow these steps to make sure that you are well prepared.

- Request an appointment with the person to be interviewed.
- Prioritize, asking the most important questions first.
- Remind the person of the time, place, and purpose of the interview.
- Request to record the interview. (if appropriate)

After the interview:

- Express your appreciation for the interview.
- Offer to share the interview report with the respondent.

The following questions/guidelines will help you get started.

- Who had the most influence on you becoming a teacher?
- When did you know that your style was more suited to Early Childhood, Elementary, or High School level?
- Do you have a favorite technique for gaining and keeping student's attention?
- Have you ever changed grade levels - if so, why?
- What do you see your students doing in the future?

Your Cooperating Teacher must hold a valid CLAD emphasis credential, CLAD certificate or English Learner equivalent. Your interview must include why he/she chose to obtain that particular credential and how he/she utilizes these techniques in the classroom and the advantage/disadvantages of these strategies.

Multiple-Subject students must address questions about the reading program. Select from the following questions:

- Tell me about your reading program.
- Describe your basic reading / language arts program.
- Describe how you planned and organized your reading program.
- How do you use ongoing assessment in planning and organizing your reading program?
- What assessment tools do you use?
- Are they connected to the basal?
- What published curriculum materials / textbooks are you using?
- How do these materials fit with your school and/or district philosophy of teaching reading / language arts?
- What about your program would make it fit the description of a balanced approach to reading?
- How is literature integrated into your program?
- How is a systematic and explicit approach to teaching phonics included?
- Is there an emphasis on the written, including spelling, as well as the oral language arts skills?
- How does your program meet reading skills of all students - language learners and speakers of English?
- What information do you know about the home and/or community literacy environment of your students?

You may add to or revise these questions based on your review of the RICA content specifications. All Domains of RICA are addressed through these questions.

Assignment 3
OBSERVATIONS FOCUSED on the
TEACHING PERFORMANCE EXPECTATIONS

Field experience observations are based on the *California Teacher Performance Expectations* which are descriptions of effective professional practices expected of all California teachers. All candidates for a teaching credential will be asked to demonstrate a level of proficiency in each of these expectations when completing the CalTPA (Teaching Performance Assessment). In order to become familiar with these elements you will focus one observation, or significant portion of an observation, on each group of expectations. Your observations will be a key component of your log book. Take notes on the included Observation/Note-taking forms.

Include your note pages in your log book. In addition you will type a two-page summary/reflection paper for EACH group of TPEs.

Example of one of the Observation/Note-taking forms:

B. ASSESSING STUDENT LEARNING

TPE 2: Monitoring Student Learning During Instruction

- A. How did the teacher monitor the students learning at key points in the lesson to determine whether the students were progressing adequately toward achieving the standard/lesson content being taught?
- B. What evidence did you see re-teaching based on the gathered evidence of understanding?
- C. How did the teacher check for and address common misconceptions? Do you think the teacher anticipated those misunderstandings? How did you know?

Notes on TPE 2:

Assignment 4

READING/LITERACY OBSERVATION REFLECTION

This observation is an introduction to skills you will pursue in depth throughout your teacher education program particularly in Educ 560 *Reading in Elementary Classrooms* or Educ 570 *Reading in Secondary Classrooms*. See READING OBSERVATION GUIDELINES at the back of this book for specific guidelines.

Elementary Field Experience Students (Multiple Subject Credential)

Observe a lesson, taking notes on this page. After taking those notes, respond to any or all of the following questions in a well written reflective piece – 1 page.

- How did the teacher use ongoing assessment to plan and organize reading instruction? (Domain 1)
- What strategies did the teacher use to develop the students understanding or knowledge of phonemic awareness, phonics, spelling patterns and/or concepts about print? (Domain 2)
- What strategies did the teacher use to develop the student's reading comprehension and/or to promote independent reading? (Domain 3)
- How did the teacher support the reading process through oral and written language experience? (Domain 4)

Secondary Field Experience Students (Single Subject Credential)

Observe a lesson, taking notes on this page. Then use those notes as a basis of a one page reflective piece on the interrelationship of content and reading/literacy skills in the secondary classroom.

- How did the teacher use ongoing assessment to plan and organize content area instruction? (Domain 1)
- Was there evidence that the teacher made provision to assist students in developing content area vocabulary and apply word attack skills and or concepts about print? (Domain 2)
- What strategies did the teacher use to develop the student's content area literacy / comprehension? (Domain 3)
- How did the teacher support the reading process through oral and written language experience? (Domain 4)

From pages 39-40 of the EDUC 201 Handbook and Field Experience Log Book

Assignment 5
DO YOU STILL WANT TO TEACH?

After completing your field experience assignments describe how your impression of the teaching profession has changed and what you now are most excited and apprehensive about as you continue career goals.

Assignment 6
JOURNAL ARTICLE WRITE UP AND PRESENTATION

Candidates will be assigned an article or directed to select their own related to one of the Teaching Performance Expectations. Candidates complete the following:

Written Summary/Reflection

- Two page summary-reflection of the article
- Prepare 5 discussion questions to use during the presentation

Presentation

- Share key points
- Make specific links to the Teaching Performance
- Use visuals
- Lead your group in a short discussion on the issues presented in this article

Rubric: Article Presentation (25 pts)

Content (15 points)

1. Organization of content
2. Flow of presentation
3. Appropriateness of article topic to the assigned standard
4. Questions /discussion – application, analysis, synthesis, evaluation type questions

Presentation (10 points)

1. Clarity of presentation
2. Eye contact with audience
Vocal expression

Assignment 7
PHILOSOPHY OF EDUCATION

Candidates write a one-two page philosophy of education paper. This philosophy is the student's personal beliefs about priorities in education from the perspective of the classroom teacher

Assignment 8
EDUCATOR BIOGRAPHY PRESENTATION

Each student will be assigned either a European or American Educator who made significant contributions to the development of educational systems and schools. Information about your educator will be presented in class through a first person format. Presentations should last a maximum of three minutes.

Rubric for Educator Presentation (25 pts)

Delivery (12 pts)

- Interest of Presentation
- Poise
- Flow
- Organization
- Eye Contact
- Evidence of preparedness demonstrated (practiced presentation)

Content (13 pts)

Inclusion of the following points:

- Significance of contributions to education of his/her time
- In what ways can his/her influence still be seen in schools of today
- Was content accurately presented?
- Was there enough depth of content presented but also presented clearly and simply?

Assignment 9

CULMINATING ACTIVITY

This is an in-class, team activity based on the California Teacher Performance Expectations. This will be an in class activity done in collaborative groups. The final activity will use the Graffiti Strategy. Sheets of newsprint will be hung around the room. Each sheet of newsprint will list one TPE. Small groups will move counter clockwise.

The first group at a TPE will complete the following task:

- Summarize the TPE.

The second group at a TPE will answer the question:

- Why is this TPE important?

The third group at a TPE will answer the question:

- How will you as a teacher make sure this TPE is a part of your teaching?

After all three questions have been answered for each TPE, individual students will write reflective essays on which TPE they predict will be easiest for them and which will be most challenging.

Part One: Group Brainstorming

Class is divided into teams. Based on the Graffiti Teaching Model, poster paper is positioned around the room. Each poster reflects one of the TPE clusters:

- A. Making Subject Matter Comprehensible (TPE 1)
- B. Assessing Learning (TPE 2, 3)
- C. Engaging and Supporting All Students in Learning (TPE 4, 5, 6, 7)
- D. Planning Instruction and Designing Learning Experiences (TPE 8, 9)
- E. Creating and Maintaining Effective Environments for Student Learning (TPE 10,11)
- F. Developing as a Professional Educator (TPE 12, 13)

Each teams begins at a poster and begins to web related ideas that they have gathered from field experience, class readings and discussions. Teams rotate to all posters all information to the perspective web.

Part Two: Individual Summary

Individual candidates select a grade level and lesson topic. Using the web posters specifically describe how each TPE can be reflected in the lesson. Demonstrate your understanding of each TPE.

EDUC 301 Educational Psychology for Diverse Learners

██████████ – Fall 2009

Instructor:

Office:

Phone:

E-mail:

Semester Credit Hours: 3

Time: Tuesday 6:00 – 8:50

Location:

Course Description

Students explore major concepts, principles, theories, research, and applications related to the cognitive, social, emotional, physical, and moral development of children and adolescents. Major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude will be presented.

Course Learning Goals:

Upon successful completion of this course, the student will:

1. Learn major concepts, principles, theories, and research related to cognitive, social, emotional, and physical development in children and adolescents. (TPE 6,8)
2. Learn major concepts, principles, theories, and research related to human learning. (TPE 6,8)
3. Learn concepts of linguistic development for first and second language acquisition and how first language literacy connects to second language development. (TPE 6,7,8)
4. Learn how cognitive, pedagogical, and individual factors affect students' language acquisition. (TPE 6,7,8)
5. Examine research-based theories and relationships to principles of human learning and development. (TPE 6,8)
6. Examine research-based theories and relationships to pedagogical strategies and options. (TPE 1,9)
7. Examine research-based theories and relationships to curriculum and assessment. (TPE 2,3,9)
8. Examine research-based theories and relationships to student accomplishments, attitudes, and conduct. (TPE 8)
9. Examine principles of educational equity and diversity and their implementation in curriculum content and school practices. (TPE 7,8,9,12)
10. Learn how to maximize academic achievement for students from all backgrounds (ethnic, socio-economic, gender, disabilities, giftedness, etc). (TPE 4, 5,7,8)
11. Apply appropriate pedagogical practices through differentiation and social integration that provide access to the core curriculum for all students. (TPE 1,4,5,7,8,9,11)
12. Systematically examine his or her own biases, stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities. (TPE 7,8)
13. Apply pedagogical practices that foster high expectations for academic performance from all students in all contexts. (TPE 1,4,5,6,9,11)
14. Understand major laws and principles for addressing student and parent rights pertaining to special education, identification, and student placement. (TPE 4,5,6,8,12)
15. Learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being. (TPE 5,6,9,11)

16. Learn to develop safe, inclusive, positive learning environments that promote respect, value differences, and mediate conflicts according to state laws, local protocols, and local crisis prevention expectations. (TPE 5,8,11,12)
17. Understand the effects of family, cultural backgrounds, experiences, and school involvement on teaching and learning and academic achievement. (TPE 4,6,7,8)
18. Learn and apply skills for communicating and working constructively with students, families, and community members. (TPE 7,12)
19. Articulate pedagogical reasons for instructional decisions, and reflect on professional behaviors, skills, attitudes, and teaching practices. (TPE 1,4,5,6,9,12,13)
20. Understand the uses of technology in teaching and learning for all learners including those with special needs. (TPE 4,5,9)
21. Demonstrate knowledge and competency for using electronic research tools and the ability to assess the authenticity, reliability, and bias of sources and data previously gathered. (P.S.9)
22. Use technology for presenting collaborative research with a learning activity for peers.
23. Understand a variety and range of student assessment tools for interpreting student progress and achievement. (TPE 2, 3,4)

Required Texts:

Nielsen, L. B. (2009). *Brief reference of student disabilities: With strategies for the classroom*. Thousand Oaks, CA: Corwin Press.
 Woolfolk, A. (2009). *Educational psychology* (11th ed.). Upper Saddle River, NJ Merrill

Optional Text

Perin, R (2007) *Pocket Guide to APA Style* (2ed ed.) Boston Houghton Mifflin Company.

EDUC 301 - EDUCATIONAL PSYCHOLOGY Expanded Course Schedule

Session 1

Readings: Woolfolk – Chapter 2: *Cognitive Development and Language*

Presentation/Discussion Topics:

- Piaget: Theory/Stages of Cognitive Development
- Vygotsky: Sociocultural Perspective
- Implications (compare/contrast) Piaget and Vygotsky
- Other voices in Cognitive Development field
- Language development theory and processes
- Intro Collaborative Research Project

Activities:

- Lighting a light bulb with a battery & wire – Candidates view Annenberg Media – Minds of Our Own “Can We Believe Our Eyes?” Candidates are provided time to complete the task. Discussion follows as to why this was difficult, if they had the requisite concepts to complete the task.
- Describe / define Zone of Proximal Development
- Analysis and discussion following Video samples of Piagetian Object permanence & Concrete Operational stages

Session 2

Readings: Woolfolk – Chapter 1: *Teachers, Teaching and Educational Psychology*
Article: *Metaphors We Live By* (Lakehoff & Johnson, 1980)

Presentation/Discussion Topics:

- *No Child Left Behind Act* – Implications for California Schools
- What do expert teachers know? What is good teaching?
- Roles theory and research play in education
- What is learning?
- Role of Educational Psychology
- Brain development and learning
- The roles of metacognition, scaffolding, motivation

Activities:

- Annenberg Media video: *How People Learn. Introduction to Learning Theory*
- Reflection of past teachers
- Define learning in your own words. Make use of a metaphor in your definition.
- Reflective Course Journal (responses to essential questions)
 - From your own experience what have effective teachers done to engage you in the learning process?
 - From reading this section of chapter one and your own personal experiences what do you expert teachers to know that allows them to be successful?
 - How would you define learning in your own words? Make use of a metaphor in your definition.

Session 3

Readings: Woolfolk – Chapter 3: *Personal, Social and Emotional Development*

Presentation/Discussion Topics:

- Developmental Crisis, Issues of Self-Esteem and Self-Concept
- Moral Development: Erikson's Psychosocial Theory of Development
- Self-Esteem and Self-Concept within Social Contexts
- Various Theories of Moral Development – Kohlberg's Theory
- Peer influences
- Conflict Resolution video

Activities:

- "Think Sheet" class discussion on assigned reading.
- Helping "unpopular children" class role play (implementing principles of Erikson and Kohlberg)
- Resolving Developmental Crises experiences worksheet/discussion

Session 4

Readings: Woolfolk - Chapter 3: *Personal, Social, and Emotional Development*
Neilsen - Chapter 4: *Disabilities and Health Disorders: Strategies for Educators*

Presentation/Discussion Topics:

- How physical development affect personal and social development

- Erikson's stages of psychosocial development, and implications for teaching
- Bronfenbrenner's framework
- Roles of peers, cliques, and friendships in students' lives
- What can teachers do to deal with aggression and bullying in schools
- How do relationships with teachers support student development
- Self concept and self esteem
- Adolescent identity crisis and developing a sense of self

Activities:

- Candidates identify developmental crises and implement a resolution for each identified crisis.
- Write a brief summary of the symptoms and effective strategies for students with aphasia, Asperger's, ADHD, auditory dysfunction, autism, cerebral palsy, Down Syndrome, dyslexia, epilepsy, fetal alcohol syndrome
- Reflective Course Journal (responses to essential questions)
 - What types of experiences make elementary children feel successful and tend to be associated with a feeling of industry?
 - What are typical characteristics of adolescents experiencing an identity crisis?
 - What are examples of older children's behaviors that reflect a lack of successful resolution of early stages such as those pertaining to trust, independence or initiative?
 - Describe Bronfenbrenner's model of development with some examples from your life
 - As a teacher, what can you do to ensure that all the students in your classroom develop a sense of identity?
 - What can a school or teacher do to help adolescents who are having difficulty resolving their adolescent identity crisis and developing a sense of self?
 - What are some signs of child abuse?

Session 5

Readings: Woolfolk – Chapter 4: *Learner Differences and Learning Needs* (pgs. 127-154)
 Neilsen - Chapter 4: *Disabilities and Health Disorders: Strategies for Educators* (pgs. 25-91)

Presentation/Discussion Topics:

- Disabilities and Special needs: Aphasia, Asperger's, ADHD, Auditory Dysfunction, Autism, Cerebral Palsy, Down Syndrome, Dyslexia, Epilepsy, Fetal Alcohol Syndrome
- Community resources for students with special needs
- Learner Differences
- Modalities, learning styles, learning preferences (Dunn & Dunn, Gregoric)
- Issues of labeling, tracking and ability groupings.
- Setting up an inclusive classroom environment to promote a safe and equitable classroom

Activities:

- "Think Sheet" class discussion on assigned reading / topics.
- Jigsaw activity / discussion on selected disabilities and special need identification
- Q & A with Guest Speaker

Session 6

Readings: Woolfolk – Chapter 4: *Learner Differences and Learning Needs* (pgs. 109-127);

Gardner: *Multiple Lenses on The Mind*

Presentation/Discussion Topics:

- Major concepts of intelligence (Binet, Spearman, Sternberg, Gardner, Salovey & Mayer, Goleman)
- Howard Gardner's identified intelligences.
- Five components of Emotional Intelligence (Salovey & Mayer, Goleman)
- Implications of MI and EI in the classroom
- IQ - its use, strengths and weaknesses.

Activities:

- Multiple Intelligence chart – candidate's design classroom strategies for each intelligence
- Multiple Intelligence Inventory
- Video: *Emotional Intelligence, A New Vision for Educators*
- Reflective Course Journal (responses to essential questions)
 - Define and give examples of general intelligence (g), fluid intelligence, crystallized intelligence, triarchic theory of intelligence
 - What are the strengths and weaknesses of using IQ scores?
 - *Define intelligence in your own words.*
 - *Which do you think is more important, a high IQ or high EI? And WHY?*

Session 7

Readings: Woolfolk – Chapter 6: *Behavioral Views of Learning*

Presentation/Discussion Topics:

- Behaviorism (Watson, Skinner, Pavlov)
- Conditioning
- Applied Behavioral Analysis
- Behavioral Approaches to Teaching and Management
- Observational Learning and Cognitive Behavior Modification (Meichenbaum)

Activities:

- "Think Sheet" class discussion on assigned reading / topics.
- Presentation / discussion on topical Journal Article and review.

Session 8

Readings: Course Readings to date

Presentation/Discussion Topics: Course topics to date

Activities: MIDTERM PROJECT

Session 9

Readings: Woolfolk – Chapter 7: *Cognitive Views of Learning*

Presentation/Discussion Topics:

- Cognitive views of learning (Ausubel, Bruner)
- Elements of the Cognitive Process
- Information Processing Model of Memory

- Long-Term Memory
- Metacognition

Activities:

- “Think Sheet” class discussion on assigned reading / topics.
- Class Jigsaw - “Memory Skills”
- Point/Counterpoint video presentation “Teaching Mathematics the Traditional Way”
- Memory quizzes / games as group.

<h2>Session 10</h2>

Readings: Woolfolk – Chapter 5: *Cultural Diversity*

Presentation/Discussion Topics:

- What is culture
- Groups that make up one’s culture identity
- School achievement between low-income students and middle-and upper-income student
- Diverse family structures and child rearing practices
- The school’s role in the development of gender differences
- Effective teaching in bilingual and EL classrooms
- Culturally relevant pedagogy

Activities:

- Annenberg Video Series - *The Classroom Mosaic: Culture and Learning*
- Video on Stereotypes – *30 Minute Blue Eyed*
- Reflective Course Journal (responses to essential questions)
Give an example from your own life that supports the theory that perceptions matter and they influence behavior. Describe a time when you or someone else has been set up to either succeed or fail.
- What changes have occurred in the K-12 school population within your community?
- What is the difference between the melting pot and multicultural education?
- What are some approaches you could use to increase parents’ participation in their children’s learning, including the parents of low-income and minority children?
- From your classroom experience compare and contrast how teachers treat males and females?
- What are ways you can work to eliminate gender bias in your classroom?

After viewing the video “30 Minute Blue Eyed”

- Jane Elliott believes that the best way to fight racism and sexism is to have people experience it themselves, even if only for a brief period in a highly controlled environment. Do you agree (why or why not)?
- Do you think you could reproduce this “experiment” today with a classroom of students? Why or why not?
- What does the text mean when it talks about culturally relevant pedagogy? Give an example from your experience.

After viewing the video – “The Classroom Mosaic: Culture and Learning”

- Describe what a family’s “funds of knowledge” is and how can it be used by the teacher in the classroom?
- As a teacher how do you take advantage of students’ experiences and build bridges among the many cultures represented in your classroom?

Session 11

Readings: Woolfolk – Chapter 8: *Learning and Teaching About Concepts*

Presentation/Discussion Topics:

- Problem Solving strategies
- Encouraging Creativity
- Transforming & using knowledge
- Teaching for Transfer; use of Advanced Organizers
- Using learning strategies: Instruction to enhance student learning

Activities:

- “Think Sheet” class discussion on assigned reading / topics.
- Point/Counterpoint video presentation “High-Tech Teaching: Different Approaches”
- Challenging Gifted Students, My Lab School program.

Session 12

Readings: Woolfolk – Chapter 9: *Social Cognitive and Constructivist Views of Learning*

Presentation/Discussion Topics:

- Social learning theory - Bandura
- Self-efficacy and how it affects learning in school
- Teacher’s sense of efficacy and it’s impact on teaching and learning
- Teachers support the development of self-efficacy and self-regulated learning
- Constructivist perspectives on learning
- Social cognitive theory
- Incorporating inquiry, problem-based learning, instructional conversations, and cognitive apprenticeships into teaching
- Dilemmas constructivist teachers face

Activities:

- Annenberg Video Series: *Pulling It All Together: Creating Classrooms and Schools That Support Learning*
- Reflective Course Journal (responses to essential questions)
- What makes a lesson “student-centered”? How is a “student-centered” lesson different from any other type of lesson? Should all lessons be “student-centered”?
- What is social cognitive theory and how has it affect your own learning?
- Summarize what a teacher’s sense of self-efficacy is and how it can impact learning?
- What are three self-regulated learning strategies and how would you use these in your classroom?
- How could you use the concept of advance organizers in a lesson on a specific topic and at a designated grade level?
- Give an example of an instructional activity you could use in your own classroom that reflects the principles of constructivism.
- What dilemmas do teachers face as they implement a constructivist approach? How do you think these dilemmas can be overcome in your classroom?

After viewing the video “Pulling It All Together: Creating Classrooms and Schools That Support Learning”

- Summarize a few of the strategies employed in the video to make learning meaningful.
- How do teachers demonstrate their own use of metacognition?

Session 13

Readings: Woolfolk – Chapter 11: *Engaged learning*

Presentation/Discussion Topics:

- Collaborative Classrooms; video interview with Linda Darling-Hammond
- Cooperative Learning Theory – Johnson & Johnson; Kagan; Calderon, Cohen
- Cooperative Learning Models
- Experiential Learning
- Classroom Communities for all students

Activities:

- “Think Sheet” class discussion on assigned reading / topics.
- Presentation / discussion of Student Interviews
- Point/Counterpoint video presentation “Waging Peace in Our Schools”
- Jigsaw examples, Cooperative Learning examples – class demo’s

Session 14

Readings: Woolfolk – Chapter 10: *Motivation is Learning and Teaching*

Presentation/Discussion Topics:

- Intrinsic and extrinsic motivation and motivation to learn
- How is motivation conceptualized in the behavioral, humanistic, cognitive, and socio-cultural perspectives
- Possible motivational effects of success and failure, and relationship to beliefs about ability
- The role of goals, interests, emotions, and beliefs about the self in motivation
- External factors - teachers can influence and encourage students’ motivation to learn
- Needs: Competence, autonomy and relatedness
- Maslow’s Hierarchy of Needs

Activities

- Encouraging Motivation Activity: Candidates determine which motivational approaches are appropriate in a variety of different situations. For each situation, candidates describe specific behavioral actions to be implemented
- From the listed general motivational approaches indicate which ones would be appropriate in the given situations. Then describe the exact behaviors or actions that could be applied. Types of Motivation - Match the statements with the appropriate view of motivation
- Maslow’s Hierarchy and motivation - Decide whether the source of each response to positive experiences is internal or external. Using Maslow’s hierarchy, write the name of the level of need that source motivation for each response.
- Reflective journal questions
 - Who was a teacher who motivated you as a learner? What did that teacher do that motivated you?
 - Share a time in your life when you have been motivated to accomplish something and why? (identify/describe what type of motivation caused this)
 - What do you think are the factors that most motivate students to learn?
 - What are some factors that intrude on students’ motivation to learn?
 - What do you consider to be advantages of intrinsic versus extrinsic motivational approaches?

- How could you use findings of social learning theory to motivate students in your classroom to undertake particular activities?
- What is an example of how you could help an unmotivated student who is unmotivated to set realistic goals and monitor his progress toward those goals?
- How might you adjust your instruction to help foster motivation in a student who is experiencing learning difficulties and is not motivated by school?
- What individual attention might you give a student who needs help to again become a motivated learner?
- What might you do to create a classroom environment that communicates to students it is a supportive and caring one?

Session 15

Readings: Course Readings to date

Activities:

FINAL EXAM - Collaborative Research Papers & Project Presentations

Assignment 1
REFLECTIVE JOURNAL

Candidates respond to a variety of focus questions throughout the semester. This ongoing activity promotes analysis and reflection. Responses take two forms:

- 1) Response to Focus Questions: Candidates respond and reflect to lesson focus questions.
- 2) Think Sheets: This activity is intended to guide reading and stimulate reflection on topics presented in course readings.

For both forms, responses and reflections are brought to class. Candidates are prepared to discuss their responses in class.

THINK SHEET (Read and Reflect)

Area(s) of most interest about the topic or questions you have about the topic.	Previous knowledge you were able to connect / build on with this information.
Brief bullet point summary for the assigned reading (picture/visual OK – be creative!)	Which TPE (s) are most aligned with this topic?
How will you use this information in your future teaching?	

Assignment 2 STUDENT INTERVIEW

Interview a child or youth. Obtain permission from parents. Ask the child/youth about the challenges he/she feels he/she is facing in today's society. Make sure to include as much information (data) about the child's/youth's background as possible. Design specific strategies for this student to implement in the classroom that addresses some of the challenges the student has identified. Discuss how these challenges affect student conduct, attitude and achievement. The interview write-up should be **3-4 pages** in length. Use APA style for citing and references.

Assignment 3 MIDTERM – TAKE HOME EXAM PROJECT

Candidates work independently to complete the mid-term exam project. This take home exam requires candidates to apply their knowledge of educational psychology to teaching diverse learners.

Special Directions:

Answer each question with citations from the main textbook author (Woolfolk, 2007) and with other sources such as: journal articles, your observation/interviews, books, and others. Provide a list of 10 or more references for the whole exam. The use APA format is required for the text and reference page. No abstract is necessary. **The use of specific educational psychology terms must appear in boldface type within the text of your answer in order to attain credit.** Submit your exam in class or to the instructor via email as an attachment, on or before the due date on the course schedule.

Students are required to do: C, D, E, F and one other choice from the remaining selections.

A.

Find a descriptive research study that has been written to address the qualities and/or characteristics of teachers or teaching, at the grade level you are interested in teaching, and then explain its' significance to the professional development of new teachers. Use the following terms: **positive and/or negative correlation, participants, theory.**

B.

Compare and contrast Piaget's Theory of Cognitive Development and Vygotsky's Sociocultural perspective. Include the following headings: Basic Patterns of Thinking, The Role of Development, and Limitations of their Theories. Use the following terms: **disequilibrium, decentering, and classification.**

C.

Find two articles on Emotional and Moral Development with research and practical applications for the age or grade level of your future teaching interest. Include the following headings: A Description of Emotional Intelligence, A Description of Moral Development, and Creating an Emotionally Secure and Moral Atmosphere in the Classroom: Implications for

Teachers. Use the following terms: **theory of mind, perspective-taking ability, and social convections.**

D.

Create a case scenario of a student who has special needs and/or challenges and his or her IEP or 504 plan based on a fictitious evaluation of his or her needs. Include the following headings: Case description of the anonymous student (i.e. grade level, school attending, classroom behaviors and expectations not being met) his or her Special Needs and or Challenges, What has been done for this student in the classroom, What needs the student has yet to be addressed by the teacher(s), and What kind of plan best suits the situation that the student needs (i.e an IEP or a 504 Plan). Include a brief IEP or 504 Plan with the following components:

IEP Elements

- Name the student and his/her grade level
- If the student is 14 or older, with a disability, provide a statement of his/her transition service needs to be included in the IEP. This statement is used to define ways the student will reach his or her post-school goals.
- Provide a summary of the student's Present Levels of Performance: Current report card/progress report grades, previous test results on Stanford tests in major areas of reading, spelling, writing, math, and English, and other assessment data that reveals student progress or the lack of it.
- List 3-4 measurable annual goals and follow these up with a list 2-3 benchmarks, otherwise called 'short-term objectives' **under each of the measurable annual goals** (see samples in your handouts)
- Explain the Special Education and Related Services that this student will receive
- Explain the supplementary aids and services that will be provided to the student (i.e. medications administered by the school nurse)
- Describe the educational program/academic accommodations and behavioral adaptations/modifications that will support the student.
- Describe the student's classroom assessment modifications and state-wide testing accommodations.
- Explain the extent, if any, to which the student will not participate with non-disabled students

504 Plan Elements

- Name the student and his/her grade level
- Describe the student concern(s) and how these match up with the criteria of Section 504 of the Rehabilitation Act of 1973 for the student to be eligible (for this plan)
- Provide a summary of the student's Present Levels of Performance: Current report card/progress report grades, previous test results on Stanford tests in major areas of reading, spelling, writing, math, and English, and other assessment data that reveals student progress or the lack of it.
- Explain the teacher's concerns and fellow staff members' concerns about this student.
- Explain the medication(s) that the student is taking and the typical side affects of taking this medication.
- Describe specific academic accommodations and behavioral adaptations/modifications for this student, and then list the specific staff members who are responsible for implementing each of them.
- Identify the roles/responsibilities of the parents of this student in relation to the above expectations.

- Clearly specify any further accommodations and related services that will be provided to this student and the individuals that are responsible for arranging or providing them.

E.

Find two articles that address Culturally Relevant Pedagogy for the age and grade level that you would most likely teach. Include the following headings: A Description of Culturally Relevant Pedagogy and elements of Multicultural Education, The need for addressing cultural differences in the classroom (Reaching Every Student), What it looks like in the classroom for your grade level, and the impacts of various kinds or styles of education that address the needs of English Language Learners in favorable and unfavorable ways. Use the following terms: minority group, bilingualism, and code-switching.

F.

Create a scenario of a student who has a severe behavior problem at the grade level that you would likely teach, and then prepare a fictional Behavior Intervention Plan for this student. Include the following:

Behavioral Intervention Plan Elements

- Name the student and his/her grade level
- Explain the targeted problem(s) in order of the least to most severe
- Describe the hypothesized function of the problem behavior
- Explain the desired replacement behavior(s)
- Explain the favorable and unfavorable results of taking his/her medications
- Describe the methods of teaching the replacement behavior(s)
- Explain the methods of measuring his/her progress
- List positive (+) and negative (-) consequences for displaying the replacement behavior(s)
- Identify the accommodations that will be provided to assist the student in displaying the replacement behavior(s)
- Label each person responsible for implementing the plan and identify each of their roles

Use the following terms: stimulus, response, reinforcer, consequences, and prompt.

G.

Find two articles on Meta-cognitive strategies, knowledge, and implications for working with students in the general education population and for those with special needs. Discuss examples of teaching with meta-cognitive strategies to reach many students of the elementary, middle school, and/or high school grades. Provide for individual differences while addressing the diverse needs of your class.

Use the following terms: information processing, chunking, and script.

Assignment 4

SPECIAL NEEDS REPORT

Candidates use the text: *Brief Reference of Student Disabilities...With Strategies for the Classroom* by Lee Nielson to create an informative presentation. Use of PowerPoint slides for all or at least a portion of the presentation is required. Students will be assigned to small groups (2-3 members) to read the text, complete additional research, and present information on specific assigned disabilities topic. A bulleted handout for classmates is required.

Asperger's Syndrome	Gifted	Fetal Alcohol Syndrome
Autism	Bipolar	Down Syndrome
Emotional Disturbance	ADHA	Tourette Syndrome

The following information is included in the presentation:

1. Name of law(s) and/or provisions which could help students with the disability gain equal access to education (5.2)
2. Types of scheduling, settings, testing, resources, technologies, and classroom assistance which would enhance the student's educational experience (9.2, 13.c)
3. Discuss the use of collaborative teams efforts to plan and implement inclusion in the academic and social environment of the classroom. Discussion of possible members of the collaborative team, including participating family members, should be part of the discussion (9.2, 6.1, 13.d)
4. Provide at least five specific differentiation strategies to help the student access the curriculum and participate in the learning environment (9.3, 13)
5. Give resources for professional organizations, articles, agencies, and Internet connections which would be of help to teachers, family members, and students (10.5)

Assignment 5

COLLABORATIVE RESEARCH PROJECT

Collaborative Research Paper and Presentation

Candidates work in collaborative teams to engage in educational research, theory and practice in the areas of child and adolescent development. Teams select a specific research question they intend to answer. Each team conducts a literature review and uses a variety of resources, including Internet resources (i.e. professional journals online). It is expected that each team member will assess the authenticity, reliability, and bias of the sources. Teams reflect on these issues as part of their presentation. Team members should plan to communicate with each other via email as well as through some scheduled meetings held outside of class time. The finished product is 12-15 pages in length. The reference list consists of a minimum of 15 sources. All text, citations, and references must reflect the APA format and style. Each team presents their paper using a brief PowerPoint slide presentation, a short class activity for peers, and provide copies of their list of references for classmates. Paper and class copies (for 30) of the reference list and PowerPoint are expected at the time of the group's presentation.

Section Three: Assessment

Part III - Assessments

The Biennial Report Assessments

[Provide information on the actual assessment reported in the biennial report.](#)

Copies of the actual assessments reported in the 2009 Biennial Report are:

First Year Teacher Survey ([Appendix J](#))
Field Experience Evaluation ([Appendix K](#))
Student Teaching Evaluations ([Appendix F](#))
CalTPA

The Teaching Performance Assessment

[CalTPA](#)
[How the TPA is administered](#)

██████████ has adopted and implements the CalTPA model of the teaching performance assessment. The CalTPA is embedded into the program. Candidates take and complete the first two tasks, *Subject Specific Pedagogy* and *Designing Instruction* in their last semester of coursework. The remaining two tasks *Assessing Learning* and *Culminating Teaching Experience* are completed during the candidates' full time student teaching semester. All four tasks of the CalTPA are administered each Fall and Spring semesters. The program follows the procedures and requirements of the CalTPA model as outlined in the CalTPA Implementation Manual (CTC, 2009). Full details regarding the program administration of this performance assessment is found in the program response to [Program Standard 17](#).

[CalTPA](#)
[How are assessors trained](#)

The program has two lead assessors who are qualified to facilitate assessor training. Currently, the program requires all assessors be trained through CTC CalTPA training. Assessors and potential assessors are provided the CTC training schedule.

Verification of successful completion of CalTPA training is required of all assessors. No assessor may score without a certificate of completion from CTC and verification of being currently calibrated.

Accurate records are kept and updated each semester for each assessor. An official spreadsheet of all assessor data including initial training dates, past scoring, re-calibration dates are kept. Before each scoring, assessors fill out the following form to assure the program of the latest information.

Block II for Single Subject Candidates

Block II Coursework/Fieldwork	Criteria for Course Passage
EDUC 524 Secondary Methods	Secondary School Course Semester Plan (assignment 5)
EDUC 570 Reading in the Content Areas	Case Study (Assignment 1)
EDUC 581 TPA Practicum and Student Teaching I	TPE Reflections and Self Assessment (Assignment 6) Successful completion of field experience – this is assessed by the candidate’s completed reflective log book and a positive evaluation from the candidate’s supervising teacher (Appendix L ; Appendix K) Passage of CalTPA Subject Specific Pedagogy (score of 3 or 4) Designing Instruction (score of 3 or 4)

If course assignments are used, how does the institution/program sponsor ensure that each section of the course is using the assignment and grading it in the same way?

Faculty who designed coursework also developed the rubrics for course assignments. Each course has a lead instructor who mentors any new instructor to assure that assignments and grading are consistent. There is on master syllabus that all course instructors must follow to assure program consistency.

Assignment Rubrics clearly detail the assignment (see assignments for each course in [Section II](#) of this report for detailed rubrics for each course)

When and if candidates are ready to assume fieldwork

Block III is the full-time student teaching semester. Criteria for admission into the student teaching semester are:

Student Teaching Admission Criteria

- Submission of the Student Teaching Application Form (due September 15 for Spring Semester; February 15 for Fall Semester)
- Successful completion of all credential coursework
- Minimum 2.7 GPA with no grades of D, F, Pass, Credit or Incomplete in program courses
- Minimum grade of B- and positive evaluation from cooperating teacher in EDUC 201.
- Successful completion of TPA Practicum, EDUC 580/1, with a B- or higher, passage of required TPA Tasks, and positive evaluation from cooperating teacher

Section Four: Intern Program Standards

Standard 2: Communication and Collaboration

Single Subject Intern Program Delivery Model

Intern Program Delivery Model:

Intern programs are joint programs of employing school districts and approved program sponsors and require on-going collaboration to ensure effective operation of the program. It is important that the partners ensure that the program is operating in a manner to further the educational goals of the district and meet the goals and purposes of the preparation program. Partnerships with school district bargaining agents address the availability, selection, preparation, and services of mentor teachers.

More Information Needed:

Though the MOU is specific about program operations it does not speak to partnerships with school district bargaining agents to address the availability, selection, preparation, and services of mentor teachers. Please refer to the comments on the MOU in [Appendix M](#)

One of the partnerships with school districts is the partnership for Intern programs. In that relationship the roles of the partners and the use of resources is clearly defined in the Memorandum of Understandings with those districts. These partnerships are further described in a Memorandum of Understanding (MOU) found in [Appendix M](#).

██████████'s internship program is small and designed to meet the needs of the occasional student who needs such a position and has a district needing the skills of that candidate. ██████████ has Memorandums of Understanding (MOU) for Internship Programs and has placed interns with the following districts. These MOU's outline the responsibilities of the university as well as those of the district.

██████████ These MOU's have been approved by the Provost of ██████████ and representatives of the above listed districts. A copy of the standard Memorandum of Understanding indicating the responsibilities of both the district and the university is found in [Appendix M](#).

██████████ have partnered more extensively on Internship programs and together were part of a grant to the state. The grant was developed by ██████████ USD with input from three universities – ██████████. The funding of this grant has assisted ██████████ support of its interns. Part of the grant proposal showing the relationship and collaboration of the districts and the universities is included in [Appendix N](#).

Standard 4: Relationships between Theory and Practice

Single Subject Intern Program Delivery Model

Intern Program Delivery Model:

In an intern delivery model, the program design addresses this standard in the specific context of being the teacher of record.

The prospective Intern uses his/her specific teacher of record assignment as the context for assignments and activities throughout the intern program. Field work and assignments are linked with the application of the TPE's in the secondary content area and grade levels. The relationships between theory and practice throughout the entire program are described in detail in the main text for Standard 4. The following highlights some examples of the application of this relationship in a specific context of being teacher of record.

[Educ 201 Introduction to Teaching Careers II](#)

This course includes a field Experience requirement in a classroom reflecting the diversity of the population including second language learners *at the level and in the subject area of the intern candidate*. The focus of the observing is the application of the TPE's in that classroom.

[Educ 581 – TPA Practicum](#)

Interns complete this course concurrently with the first semester of their internship experience. During this course the intern will complete TPA Tasks 1 and 2. And reflect on professional practice using the TPEs as guidelines. Following enrollment in Educ 581 the intern will complete TPA tasks 3 and 4. The intern will use the context of his/her classroom and his/her own students for completing TPA tasks 2 – 4.

- Subject Specific Pedagogy – Task 1
- Designing Instruction – Task 2
- Assessing Learning – Task 3
- Culminating Teaching Experience – Task 4

Intern Modules:

[Edui 551](#) English Learners, [Edui 584](#) Classroom Management, and [Edui 570](#) LA / Content Area Reading are specifically designed to be taught during the semester prior to the beginning of an internship. Everything in these modules is approached with the focus of what the intern must know and be able to do almost immediately upon entering the classroom. Because of small numbers of interns the study of theory and practice is completely tailored to the context of the students' intern placements. (The objectives of these modules are described on the chart under Standard 1 and elsewhere throughout this Intern Addendum.

The Intern Year (taken from the Intern Handbook)

Weekly Reflection Report: "Reflective practice is an essential tool for a teacher. Record your reflections on two activities/events each week on one form INT-3. File these in your Intern Logbook so they are available for the university supervisor at each visit. Many university supervisors will require the Intern to submit these weekly reflections via email."

- Intern – Cooperating Teacher conferences after formal lesson observation and evaluation.
- Throughout the internship year the cooperating teacher/mentor works through the issues of theory and practices in their regular conferences as the intern works to make theory into good practice. A year of being mentored provides good opportunity for this to happen.

- The Intern Evaluation forms are all based on the Teacher Performance Expectations and their application into the specific classroom assignment. (INT-13)

Standard 8b: Pedagogical Preparation for Subject Specific Content

Single Subject Intern Program Delivery Model

Intern Program Delivery Model:

The intern pre-service component includes introductory preparation relative to Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates.

Content Standards for the candidates' subject area are applied throughout all courses and modules completed prior to being teacher of record in order that each single subject intern will have appropriate pedagogical preparation before becoming teacher of record. Additional pedagogical preparation for the subject content areas are founding the courses listed for all students in the single subject program in the main response to Program Standard 8b.

The following are examples of the role of the various courses in developing readiness in pedagogical preparation for prior to teaching subject specific content instruction. The specifics of each course have already been detailed in responses to [Program Standards 1-7](#) and are further detailed in the subsequent Program Standards 9-13.

Educ 201	<ul style="list-style-type: none"> • reviewing professional organization website associated with the students' teaching areas • Introduction to the TPEs • observations in field experience at grade level and content area of anticipated internship and a reflective journal is kept on the TPE's as observed in that classroom • An assignment during the observation portion of this course requires the student to reflect on how the content area teacher integrates language arts within the assigned subject content
Educ 301	<ul style="list-style-type: none"> • Major learning theories and application to the students and classrooms of today including specific application to adolescents
Educ 501	<ul style="list-style-type: none"> • Pros and Cons of Academic Content Standards – session 1 • Crafting learning goals based on the CA Content Standards • Candidates are required to write lessons and assessment based on their credential content area • Video tapes of teacher differentiating instruction in secondary content area classrooms
Edui 551	<ul style="list-style-type: none"> • Candidates develop and fully describe five specific strategies/room set-up/procedures you can use at your grade level to help your second language learners become literate in English • Candidates learn how to differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.
Edui 570	<ul style="list-style-type: none"> • Use content-based literacy strategies (reading, writing, speaking, and listening) to facilitate learning of subject matter for the full range of learners in the classroom • Identify California Content Standards for their subject that requires literacy strategies and approaches (e. g., using historical research to interpret events in history-social science, using professional journal articles for science research) • Writing that allows students to consolidate their subject matter understanding and demonstrate their knowledge using discipline-specific formats.

Section Five: Appendices

APPENDIX A

Summary

[REDACTED] University
School of Education Advisory Board

October [REDACTED]

[REDACTED]

The following points were discussed:

Programs included in the Teacher Education Program of [REDACTED] University

- Teacher Credential-The TPA program was discussed and it was pointed out that the strength of this effort is one of the reasons that [REDACTED] University graduates are well prepared.
- Administrator Credential-The program was explained with the unique features of the symposium and the program long practicum
- Teacher Development-This is actually the Master of Arts in Curriculum and Instruction
- Induction Program-[REDACTED] provides the opportunity for all teachers and mentors participating in an induction program to gain credit toward the MA as well as ceu credit. The University also operates an induction program for non public school teachers. It was suggested that we continue to expand our efforts in this area as the public schools are finding it hard to accommodate non public teachers in their programs.

[REDACTED] also participates in the following community programs:

- TEACH is a student education academy. [REDACTED] faculty participate on the Board of Directors. The university also provides a scholarship for one of the students each year.
- Project Hope is a tutoring program in [REDACTED]
- The School of Education has met recently with the administration of [REDACTED] High School in [REDACTED]

A discussion was asked as to suggestions for emphasis in our MA and credential programs. The following points were made:

- Data interpretation and application is a critical component of teaching today. This should be emphasized in both the MA and the Credential program. This may also include hands on practice and formative and summative assessment.
- Analysis of student work (not grading) should be emphasized at both levels.
- Collaborative actions among teachers need to be practiced.
- The practice of walking through the classrooms must be part of the practicum.
- Teachers need to discover what is necessary to work in a program improvement school.
- The establishment and practices of community relationships should be taught to all teachers.
- Teaching the growing English Language population is a topic that must be covered at all levels.

APPENDIX B

School of Education Advisory Board Meeting Minutes

June 23, 2009

In attendance:

[REDACTED]

- 1). Getting to know each other - Advisory Board members and faculty
- 2). Update of [REDACTED] – particularly [REDACTED] Center
 - Professor Crenshaw reviewed the Temecula Region's course offerings with a brief explanation/description of each program.
- 3). How can [REDACTED] better serve the local districts, teachers and community?
Suggestions included:
 - Offering university credit for significant professional inservices organized and presented by the school districts.
 - Offering university credit towards master degree in Curriculum and Instruction for BTSA/Induction.
 - Offering a course to district teachers toward becoming a Student Teacher Supervisor. Course would include training on CSTP's, TPE's, and TPA's.
 - Offering the use of [REDACTED] facilities in [REDACTED] for County trainings, ACSA workshops, Buy-back Days trainings, etc.
 - Inviting district personnel to [REDACTED] graduate symposia which cover topics such as data analysis, PLC's, RTI's, interviewing techniques, etc.
 - BTSA could be provided by [REDACTED] or a consortium to schools or districts that do not offer the Induction program.
- 4). Possible topics or programs which might be added to [REDACTED] offering
 - Master of Education in Special Education
 - Master of Education in Pupil Services
 - Doctorate of Education
 - Course in Technology in the Classrooms
- 5). Ideas for marketing

Meet with each district contact person to schedule information meetings within the district. These meetings could be located within the district office or at school sites. Current students or recent [REDACTED] graduates, who work within each particular district, would be invited to give testimonials.

- More signage
- Incentives to current students for bringing in new students

APPENDIX C

 **University**

 **California**

AGREEMENT

THIS AGREEMENT entered into this first day of July, 2009, by and between
 hereinafter called the University, and
 *Unified School District*

hereinafter called the District:

WITNESSETH

WHEREAS, pursuant to the provisions of Section 44320 of the Education Code, the governing board of any school district is authorized to enter into agreements with a state college, the University of California, or any other university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through student teaching to students enrolled in teacher training curricula of such institutions; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District;

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows: