Expanding Perspectives: A Shared Experience for Single Subject Candidates Across Regional Campuses

Josh Emmett, Ph.D.
Program Director for MAT Single Subject Program
Point Loma Nazarene University
jemmett@pointloma.edu
Standard 8-B

- Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates
- A complex charge to universities
- A demanding expectation of candidates
- Critical to success of students in K-12 schools
Context for PLNU

Main campus in San Diego for undergraduates

Undergrad methods courses in selected content areas
Context for PLNU

- MAT Single Subject Program offered at 3 Regional Campuses
  - Mission Valley (San Diego area)
  - Arcadia (Los Angeles area)
  - Bakersfield (Kern County)
- Candidates come from various academic backgrounds (ex: math)
Impetus

- Began new program in 2009: Masters of Arts in Teaching (MAT)
  Inclusion of subject-specific pedagogy courses
- Incorporated coursework toward teaching credential with advanced coursework
- Pursuing NCATE Accreditation
Protocol

- Created a series of courses (EDU 622-629)
  - To include all content areas
  - Will address 2 of these today
    - Methods of Teaching Secondary Mathematics
    - Methods of Teaching Secondary Science
- Offer series once per year (summer)
  *advising*
- Collaboration with undergraduate faculty in content areas to develop Learning Outcomes
Bring Together

A realization:

- Schools in the San Diego area have perspective that differs somewhat from schools in Los Angeles or Bakersfield.

A response:

- Bringing candidates together from the three Regional Campuses for a shared experience could generate a powerful professional experience.
Unique Format

- 1 full class session at Regional Campus
- Virtual component using Blackboard
  - “Community building”
  - Discussion boards, surveys, self-assessments
  - Video of exemplar teaching in content areas
- Multi-day session on main campus (in SD)
- Full-day session in Arcadia
Course Instruction

- Practitioners serve as adjunct faculty
  - Current, highly effective classroom teachers
  - Experience with diverse populations
  - Offer content expertise & content pedagogy
  - Bring current **wisdom** from the classroom
  - “Mission fit” with university
- Faculty leadership for institutional consistency
TPE 1B for Math

- Help students understand different mathematical topics and make connections among them
  - Learn strategies to engage & re-engage students
    - Strategies to support struggling students
  *8-B(a) They provide a secure environment for taking intellectual risks and approaching problems in multiple ways

- Assign and assess work through progress-monitoring and summative assessments that include illustration of student thinking
  - Develop a portfolio of assessment strategies
    - Exploration of approaches to grading
    - The “homework” issue
TPE 1B for Science

• Balance the focus of instruction between science information, concepts and principles
  • Learn multiple instructional strategies
  *8-B(b) Learn specific teaching strategies that are effective in supporting them to teach the content standards.

• Guide, monitor and encourage students during investigations and experiments
  • Experience on main campus takes place in a science laboratory
    • Practice instruction with equipment in a lab setting
    • Learn lab safety procedures
Assessments for EDU 623 & 624

Here are a few of the assessments that demonstrate the knowledge and skills of our Single Subject candidates.
Assessments

Plan and deliver content-specific instruction that is consistent with
(a) state-adopted academic content standards for students and/or curriculum framework in the content area

- Construct a personalized graphic organizer to show the relationships between the standards (vertical & horizontal)
- Develop (and revise) lesson plans
- Conduct a demonstration lesson as culminating activity (full day session)

*Elements of Effective Instruction rubric*
Assessments

Plan and deliver content-specific instruction that is consistent with the (b) basic principles and primary values of the underlying discipline

- **Professional Journal Assign**
  By accessing current journal articles specific to content area, candidates read, synthesize, and reflect upon knowledge in their professional field

- **Join a professional organization**
  All candidates join a professional teaching organization, such as NCTM or a state level organization.
Assessments

Plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area

- **Assessment Portfolio**
  Candidates develop a portfolio of varied assessments specific to the teaching of content. This includes multiple formative assessments and summative assessments that provide students with options for assessment.
EDU 622-629 at PLNU

- Putting theory into practice
- Capturing the diversity within our context to expand perspectives
- Tapping practitioner expertise
- Consolidating resources to meet a demanding expectation in 8-B
Questions for Participants

- What concerns do you have in addressing your current SS plan for math and/or science?
  - With candidate pursuing the foundational level math or science, how do you address the possible gap in content knowledge with candidates seeking the full content credential?
- Would you perceive benefit from bringing candidates together from across Regional Campuses?
- How does your program address candidates with diverse academic backgrounds pursuing a specific SS credential that is not within the field of their BA/BS?