



Common Core State Standards: Teacher Preparation Program Implications

Cheryl Forbes

cforbes@ucsd.edu

Director of Teacher Education
Department of Education Studies

18 December 2013

UC San Diego

UCSD preliminary credential programs

- M.Ed/Credential Programs
 - Multiple Subject
 - Single Subject – intern & traditional
 - English Language Arts
 - Mathematics
 - Science
 - World Languages
- Bilingual Authorization
 - Spanish, Asian & Middle-Eastern Languages
- MA/American Sign-Language English Bilingual Education
 - Multiple Subject
 - BLA: ASL
 - Education Specialist: Deaf and Hard of Hearing

UCSD Center for Research on
Educational Equity, Assessment &
Teaching Excellence

The logo for the UCSD Center for Research on Educational Equity, Assessment & Teaching Excellence (CReaTe). The word "CReaTe" is written in a stylized font where each letter is a different color: C (blue), R (green), e (dark blue), a (light blue), T (red), and e (orange).

A Commitment to Educational
Equity & Excellence

Local school partners

- Student teaching & internship sites
- Undergraduate programs
 - Partners at Learning
 - Math, Science & General Education Minors
- MA & EdD in Teaching & Learning
- Joint EdD in Leadership with CSU-San Marcos
- Advanced credential programs at UnEx

Partnerships

What's changing?

- Depth, breadth, rigor of content knowledge and interdisciplinary focus
- Shifts in pedagogical content knowledge
 - How P-12 students learn
 - Use of discourse across curriculum
 - Understanding and producing complex texts

What have we been doing?

- Faculty attending content-specific CCSS/NGSS professional development
- Learning about new CA ELD Standards
- Studying materials and approaches developed by local sites and Districts as well as released Smarter Balanced test items
- Incorporating new understandings in foundations and SMPP coursework
- Professional preparation year model lessons, including access for EL
- Redesigned lesson plan formats and connection to CCSS/NGSS

Questions and challenges

- Missing language piece: what does “communicate” look like, particularly for ELs? What about biliteracy classrooms?
- Uneven preparation of cooperating teachers for these changes and access to quality PD; mediates student teacher learning
- Preparation for communicating with families and communities
- What are reasonable levels of understanding and performance for novice teachers?

A partial list of next steps: collaborative activities

- EDS Noyce Master Teaching Fellows (MTF)
 - CRLP Summer Literacy/MTF Institute
 - San Diego Science Project/MTF STEM lesson study



Evaluation study

EDS DEPARTMENT OF
EDUCATION
STUDIES



CRLP
at UC San Diego

- Collaboration with CRLP in parallel PD for elementary cooperating teachers & student teachers in partnership schools focused on CCSS foundational literacy skills & informational text



Working with families and communities

- Collaboration with local chapter of the National Association for Multicultural Education (NAME) & SDAWP on Saturday workshop for parents, community members and educators

