

**Report of the 6 Month Follow Up from the Accreditation Site Visit to
Simpson University
November 2018**

Overview of this Report

This item is the follow up report to the accreditation team site visit report to Simpson University ([February 2018 Site Visit](#)).This item provides the 7th year report that was required by COA action in February 2018.

Staff Recommendation

That the COA accept Simpson University’s 7th Year Report as required by COA action in February 2018 COA meeting.

Background

A site visit was held on February 12-14, 2018 at Simpson University. Upon review of the site visit report at their February meeting, the Committee on Accreditation (COA) made the following accreditation decision for Simpson University and all of its credential programs: Accreditation with a 7th year report required due in 6 months that would address all areas of the site visit where the standards were less than fully met, as well as those elements that were inconsistent.

These areas included Common Standard 1 Institutional Infrastructure to Support Educator Preparation and Common Standard 4: Continuous Improvement both of which were **Met with Concerns**. In addition, Preliminary Multiple and Single Subject Program Standard 1 (Program Design and Curriculum) and Program Standard 5 (Implementation of a Teaching Performance Assessment) were found to be **Met with Concerns**.

The following chart includes the rationale for the findings and a summary of the actions taken by Simpson University to address the concerns. The full report from Simpson University is included as an Appendix to this item.

Met with Concerns	Summary of Actions Taken by Simpson University
<p><u>Common Standard 1</u> The research-based vision for the program was not identified in meetings with staff, faculty or administrators. A philosophical and research foundation document was provided but the information in it was never referenced by faculty, administration or staff and it was only marginally referencing research theory and theorists, and did not provide any context for the implementation of the theory to the program.</p>	<p>A research-based vision has been created by Simpson University and is placed in their university catalog. Each aspect of this philosophy is interwoven into the curriculum for the Master of Arts degrees and the credential programs.</p>

<p><u>Common Standard 4</u></p> <p>In Common Standard 4 it was found that with new leadership in several key positions, the Simpson University School of Education team implements some assessment measures within each of its programs that identifies program and unit effectiveness. For both the teaching credential and administrative credential programs, it is evident, and confirmed by interviews with program directors, faculty, program completers and University Supervisors, that these continuous improvement episodes do result in occasional program modifications based on findings. Effective practices include end of course evaluations, clinical practice evaluations in the teacher education programs, and exit interviews with candidates. These processes have potential to be further developed and systematized into a comprehensive continuous improvement process at both the unit level and within each of its programs to identify program and unit effectiveness, and to make appropriate modifications based on findings.</p>	<p>Simpson University now conducts an annual review where it assess one institutional outcome and one program outcome. Each year these outcome assessments will change. This information is shared with faculty at the annual retreat, and with the Advisory Board.</p>
<p><u>Preliminary MS/SS Program Standard 1 (Program Design and Curriculum)</u></p> <p>It was determined that the program's design is not grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. While the program leadership and program faculty shared components that are informed by key theoretical and research frameworks, there is no evidence of a clear conceptual framework or unit outcomes that guide program design or curriculum. The program's theoretical foundations are not reflected in the organization, scope and sequence of the curriculum provided to candidates. Additionally, the curriculum does not show strong evidence of preparing single subject credential candidates to effectively teach and implement their subject-specific pedagogy. Candidates report the majority of the curriculum is designed for multiple subject candidates, with differentiation made for single-subject candidates, resulting in confusion and lack of clarity on requirements for assignments and performance by each group. Both programs' candidates confirmed that single subject candidates would benefit from dedicated individualized focused instruction in the program.</p>	<p>The MS/SS program has developed a clear theory of teaching that is research- and evidence-based. This has been shared with faculty and is expressed to all students in their orientation sessions.</p> <p>Single subject candidates are now required to prepare a minimum of five detailed lesson plans in their specific subject area to show that they can effectively teach their subject-specific pedagogy.</p>

Preliminary MS/SS Program Standard 5 (Implementation of a Teaching Performance Assessment)

Standard 5 there is evidence to suggest that structural changes are being undertaken to implement the TPA according to the requirements of the new Cal TPA model. However, there is insufficient evidence to confirm that this was being done prior to the new staff/administrative roles that are currently responsible and working on implementing the TPA and administrative process for all/tasks of the current model. Candidates and program completers confirm that while TPA Task 1 was clearly embedded throughout early coursework, insufficient support and preparation for successful passage of TPA Tasks 2-4 were provided by the program. Program leadership and faculty also corroborated that TPA Task 1 was clearly and intentionally appropriately supported in the previous structure/model. There is clear evidence of work being currently undertaken to meet this standard and appropriately implement, support, and prepare candidates in the new model of the Cal TPA, but it is not yet finalized. Candidates and program faculty confirmed their understanding of transition and change regarding the TPA, but lack of clarity on exactly how this will look once the work is finalized. However, program leadership and faculty evidence increasing knowledge about the new TPA tasks and a commitment to appropriately structure the TPA within the program towards appropriate administration, candidate preparation and support, assessor qualifications, training, and scoring reliability.

TPA tasks are now addressed in four of the five credentialed courses. While in their student teaching, candidates attend 15 student teaching seminars that focus on their issues in the classroom and how they relate to the TPAs.

Next Steps

Simpson University has addressed all these issues and has documented it in their 7th year report (Attachment A). No further steps are needed at this time.

Attachment A

**Simpson University
School of Education**

**Six Month Review and
Documentation for the California
Commission on Teacher
Credentialing**

Dr. Craig Cook, Dean of the School of Education

September 2018

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

1.1. Communication of Research Based Vision

The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

Was found to be **Not Evidenced** at site visit

The Simpson University, School of Education Philosophical and Research Foundations is has been articulated since the February 2018 CTC site visit and is as follows:

Simpson University School of Education Philosophical and Research Foundations

The School of Education shares the larger identity, vision, and mission of Simpson University in providing for all of its educational programs. As stated in the university catalog, "Simpson University, a school of the Christian and Missionary Alliance, is a Christ-centered learning community with an enduring commitment to world service and faith-infused education in professional studies and liberal arts." In the broadest sense possible, institutionally, Simpson University, and specifically, the School of Education is committed to preparing students for a life of service to the world, whether that be in California public schools or abroad, thus our motto, "Gateway to World Service".

The Vision and Mission statements of the university further strengthen this commitment as follows:

"Vision: Simpson University's passion is to be the university of choice for students who aspire to achieve their chosen life goals through a Christ-led, transformational and innovative education.

Mission: Simpson University is a Christ-centered learning community committed to developing each student in mind, faith, and character for a lifetime of meaningful work and service in a constantly changing world".

We believe that teaching is a part of one's vocation or calling and that while one can be taught to be an effective teacher, the best teachers are those who have determined that their life's mission is to impact student's lives for the good. This perspective coupled with a commitment to service is what makes our teacher preparation programs distinctive.

Philosophically this means that in all of our teacher preparation programs we are committed to engaging the world in relevant ways that impact students and their communities for the good. This also means that we prepare all students in our programs to be able to manage change in the world so as to effectively meet the demands of working in public schools and beyond. Throughout every avenue of our program we incorporate researched based practices such as Restorative Justice, Multi-Tiered Systems of Support (MTSS) and Cognitive Coaching to prepare our students to meet the needs of the diverse California demographic where all students deserve to learn, irrespective of race, ethnicity, gender, or socio-economic status.

All credential programs at Simpson University's School of Education include a purposeful, interrelated, developmentally-designed sequence of coursework and field experiences, as well as a planned process for comprehensive assessment of candidates that effectively prepare all teacher and administrative candidates to teach and to lead effectively in California public schools and beyond, taking into account the contemporary conditions of schooling, teaching, and learning with a particular focus on California public schools.

The Simpson University professional teacher preparation program is designed on the presupposition that development of a pre-service teacher and administrator is an ongoing and dynamic process where their knowledge and skills are continually being informed, formed, and reformed as they develop over time. Activities are specifically designed within all program courses and fieldwork for candidates to individually experience the process of emergent growth and development. Course instructors deliver new information, facilitate discussions, promote reflection, and provide ample opportunities for guided practice of new concepts regarding the teaching and learning process.

As stated under General Information in the School of Education section of the Simpson University catalog, the Philosophy of the School of Education begins with a commitment "to the mission of Simpson University and believes that its education programs equip men and women to extend the church's mission in elementary and secondary education, both in the United States and throughout the world. The School of Education provides graduate programs that build upon and go significantly beyond the educational requirements for the bachelor's degree. These programs provide both the theoretical and practical basis for education, and they are integrated with a foundation of biblical truth in order to produce effective teachers and administrators.

Each aspect of this philosophy is interwoven into the curriculum for the Master of Arts degrees and the credential programs. Accordingly, the faculty and staff of the School of Education seek to reflect and model these foundational components of life and professional pursuit. There is a personal focus on each student.

Courses and programs for the Master of Arts degree in Education and Master of Arts degree in Teaching embrace a Christian worldview, focus on academic excellence, and develop practical applications in the field of elementary and secondary education."

Further, the purpose of these programs in the School of Education are as follows: "The graduate degrees and credential programs offered by the Graduate Studies Department of the School of

Education are designed to: (1) serve the professional needs of individuals who seek advanced academic preparation; (2) prepare students for subsequent doctoral programs; and (3) provide certification or credentials and improved professional proficiency for teaching and leading in public and Christian schools.”

References

Knight, R.G. (2006). *Philosophy and Education: an introduction in Christian perspective, 4th edition*. England: Andrews University Press.

Noddings, N. (2002). *Educating Moral People: a caring alternative to character education*. New York: Teachers College Press.

Ravitch, D. and Viteritti, J.P. (2001). *Making Good citizens: education and civil society*. New Haven, CT: Yale Press.

This statement has been posted to our website here:

<http://simpsonu.edu/Pages/Academics/Majors/GS/Credential.htm>

This statement is shared with each incoming student candidate to all of our credential programs.

Common Standard 2: Candidate Recruitment and Support

2.1. Criteria for applicants to all credential programs

The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.

Was found to be **Inconsistently Met** at site visit

All applicants to our credential programs must submit the following documents for approval by the School of Education and concluding in an interview by the Dean: two-page statement of purpose; two professional references; official transcripts; 3.0 GPA for the last 60 credits taken; proof of CBEST registration; \$200 deposit; and a concluding interview with the Dean of the School of Education. Access to this information on the school’s website is here: <http://simpsonu.edu/Pages/Admissions/GS/Graduate-Studies-Admissions-Requirements.htm>

Common Standard 3: Fieldwork and Clinical Practice

3.1. Criteria for site-based supervisors

Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.

Was found to be **Inconsistently Met** at site visit

The criteria for site-based supervision of clinical practice is found on pages 1 and 2 of the Simpson University School of Education Student Teacher Clinical Practice Handbook, which each student receives prior to student teaching. An excerpt from the Student Teacher Clinical Practice Handbook regarding criteria for site-based supervision is found below:

3. Placement Criteria

Multiple Subject	
Two Phase Placement	One Phase Placement
<ul style="list-style-type: none"> ➤ 15 (17) Weeks Total ➤ 7 to 9 weeks per phase (each session is half semester length) ➤ One placement must be in a class where reading is taught. ➤ Two Phases: K-2 / 3-8 ➤ One of the two phases must be in a Public School Setting ➤ Full day sessions, five days per week setting is required ➤ Single Grade or Multi-Grade (2 grades limit) classroom ➤ Two week solos required in Phase 1 & Phase 2 	<ul style="list-style-type: none"> ➤ Plan must be approved by Director of Student Teaching ➤ Placement must be in a class where reading is taught K-2 ➤ Candidate must be able to verify varied grade field experience ➤ 15 (17) Weeks Total (whole semester length) ➤ One Phase: K-2nd grade placement ➤ Must be in a Public School Setting ➤ Full day sessions, five days per week setting is required ➤ Single Grade or Multi-Grade (2 grades limit) classroom ➤ Four week solo requirement
Single Subject	
<ul style="list-style-type: none"> ➤ One Phase: 7 - 12th grade in a Public School or Accredited Private School ➤ Master Teacher must be Single Subject credentialed teacher ➤ 15 (17) Weeks Total (whole semester length) ➤ Full day sessions, five days per week setting is required ➤ Placement is at one school but must include at least two different preparations ➤ Student Teacher is responsible for three periods a day, in one's subject area ➤ Student teacher adheres to Master Teacher's work schedule using additional on-site time to observe, assist, plan and prepare. ➤ Four week solo requirement 	

4. Special Placement Criteria

This chart displays the differences of "In or Near Shasta County" or "Out of Area" student teaching placements. Students interested in student teaching "Out of Area" must schedule an appointment with the Director of Student Teaching.

	WHAT YOU NEED TO KNOW	<i>In Or Near Shasta County</i>	<i>Out Of Area</i>

Master Teacher	<ul style="list-style-type: none"> The Master Teacher must hold the same credential as the student Credential must have an EL authorization Have at least 3 years teaching experience Principal & possibly District approval required Summer break delays being able to contact teachers 	<p>STUDENT: Submits Student Teaching Application indicating site and Master Teacher preferences to Director of Student Teaching.</p> <p>DIRECTOR: Uses student's preferences to secure a Master Teacher. Director continues to contact sites on behalf of the student until placement is found.</p>	<p>STUDENT IS RESPONSIBLE TO: Find someone to be their Master Teacher and submits teacher's email and phone number to Simpson Director of Student Teaching.</p> <p>SIMPSON OFFICE OF ED: Verifies required criteria regarding potential Master Teacher.</p>
Principal &	<ul style="list-style-type: none"> Principal approves or denies Master Teacher Students sometimes find it a challenge to connect with site administrators Summer break delays communication 	<p>STUDENT: No action required.</p> <p>DIRECTOR: Contacts site and district personnel on behalf of the student for placement.</p>	<p>STUDENT IS RESPONSIBLE TO: send Simpson Director of Student Teaching the email and phone numbers of site Principal.</p> <p>DIRECTOR: Partners with the student to secure site Principal's approval of Master Teacher.</p>
University Supervisor	<ul style="list-style-type: none"> The supervisor must hold the same credential as the student OR an administrative credential Supervisors are usually retired school administrators or retired teachers 	<p>STUDENT: No action required.</p> <p>DIRECTOR: Assigns Simpson University Supervisor</p>	<p>STUDENT IS RESPONSIBLE TO: Adhere to the Off Site communication/contact Guidelines.</p> <p>DIRECTOR: Assigns an off-site Simpson Supervisor</p>
MOU	<ul style="list-style-type: none"> MOU is a contractual agreement between the District and the University MOU's: Requires District Board approval. Districts have MOU approval cut off dates 	<p>STUDENT: No action required.</p> <p>DIRECTOR: No action required</p>	<p>STUDENT: No action required.</p> <p>SIMPSON OFFICE OF ED: Contacts the designated district office personnel to begin the MOU process.</p>

SUPERVISION OF STUDENT TEACHER

Each credential candidate will have supervision from the assigned Master Teacher and a University Supervisor. Below is what one can expect from each supervisor:

A) MASTER TEACHER ROLES & RESPONSIBILITIES

1. Support and coach the student teacher in refinement of instructional practices, curriculum development, pacing plans, assessment techniques, classroom management procedures, etc.
2. Assistance in understanding classroom and school wide rules and procedures.
3. Formative feedback at least once a week.
4. Assist in the understanding of TPA's and TPE's.
5. Meet regularly/weekly with the Student Teacher for planning.
6. Provide assistance in understanding the culture of the school.
7. Provide guidance in non-teaching responsibilities including parent conferences, yard duty, student activities, etc.
8. Guide students in securing parental release for video process.
9. As needed, provide the Simpson University Supervisor with student's status updates.
10. Formal Classroom Observations
11. Cognitive Coaching Guides
12. Summative Feedback Form
13. Student Teacher Evaluation Form
14. Letter of Recommendation

15. Assists in establishing Increased Responsibilities Schedule:

- Indicates a gradual transfer of classroom responsibilities to the student teacher.
- Typically maintains the first week as an observation week and the last (2 or 4) weeks as solo weeks
- Typically, the MT's classroom presence goes from back of the room monitoring to eventually stepping out of the classroom for longer periods of time.

Special Notation: 1) Each student teacher's readiness to "solo" varies and should be taken into consideration. Master Teachers are required to remain on campus and be accessible to the student teacher should an emergency arise. 2) Single Subject: One school placement, must include at least two different preparations with SS Student Teacher being responsible for three periods a day. 3) All student teachers are required to follow their Master Teacher's daily work schedule and use the additional on-site time to observe, plan and prepare.

Formal Classroom Observations – Master Teacher

Multiple Subject Placement

- Two Phase Placement: Six (6) Formal Classroom Observations and one (1) Cognitive Coaching Guide per phase.
- One Phase Placement: Ten (10) Formal Classroom Observations and two (2) Cognitive Coaching Guides.

Single Subject Placement

- Five (5) Formal Observations and one (1) Cognitive Coaching Guide in one area of preparation
- Five (5) Formal Observations and one (1) Cognitive Coaching Guide in the second area of preparation

B) UNIVERSITY SUPERVISOR

1. Assistance in understanding the School of Education expectations.
2. Formative feedback at least once a week.
3. Support and coaching in refining instructional practices.
4. Review and comment on one's Student Teaching notebook.
5. Assistance in understanding the continuum of development throughout the student teaching experience.
6. Assistance when issues or misunderstandings occur on-site.
7. Summative feedback and Student Teacher Evaluation at the end of the student teaching assignment.
8. Verification of EL Experience
9. A letter of recommendation.

Formal Classroom Observations – University Supervisor

Multiple Subject Placement

- Two Phase Placement: Six (6) Formal Classroom Observations and one (1) Cognitive Coaching Guide per phase.
- One Phase Placement: Ten (10) Formal Classroom Observation and two (2) Cognitive Coaching Guides.

Single Subject Placement

- Five (5) Formal Classroom Observations and one (1) Cognitive Coaching Guide in one area of preparation
- Five (5) Formal Classroom Observations and one (1) Cognitive Coaching Guide in the second area of preparation

The final recommendation for the credential will be made by the Director of Student Teaching with input from the Master Teacher(s), University Supervisor, and affirmation by the Credential Analyst.

3.2. All Candidates Placed in California Schools

For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.

Was found to be **Inconsistently Met** at site visit

All candidates are placed in California schools for their clinical practice and teach to California content standards. Below is an excerpt from the introduction of the Simpson University School of Education Student Teacher Clinical Practice Handbook reflecting this placement criteria:

“Student Teachers are about to start a program that has been carefully crafted based on the latest curriculum design and instructional strategies built upon the California State Frameworks/CCSS/Content Standards, and Teacher Performance Expectations and Assessments.”

Common Standard 4: Continuous Improvement

4.1. Continuous Assessment and Analysis of Data for Program Improvements

The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.

Was found to be **Inconsistently Met** at site visit

The Simpson University School of Education regularly collects data for analysis in improving all of its credential programs. The school conducts an Annual Program Review wherein it assesses one Institutional Learning Outcome per year and one Program Learning Outcome per year. This past year the school assessed the effectiveness of Cultural Engagement in all programs through analysis of curriculum, syllabi, and a faculty survey, as its Institutional Learning Outcome. In the coming academic year it will be assessing the role of servant leadership in our programs. For assessment of last year’s Program Learning Outcome, the School of Education assessed how well it has articulated and shared its Research Based Vision for all credential programs. Based on these outcomes the school then articulated a new shared research based vision for all of its programs and have now disseminated it widely among faculty and students on the website, through orientation materials, and through the annual faculty retreat. Annual Program Review reports are submitted every June 30th to the Director of Institutional Research and Assessment in the Academic Office and then reviewed every fall semester in conjunction with the Provost’s Office.

Twice a year, the School of Education hold an Advisory Board Breakfast with all regional school leadership on the Simpson University campus. The breakfast sees representation from all surrounding school districts and county offices of education, where the sole purpose is to gain feedback from surrounding school district leadership (superintendents, principals, and assistant principals) regarding improvements that need to be made by our programs to better serve their respective communities. The School of Education then regularly reflects and acts on this input from the Advisory Board in our regularly held faculty meetings.

Last spring, after the CTC site visit, the School of Education conducted several strategic planning sessions in faculty meetings, conducting a SWOT analysis as a way of assessing our future growth and direction.

Multiple/Single Subject

Standard 1: Program Design and Curriculum- Found to be Met With Concerns

The program's design is not grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. While the program leadership and program faculty shared components that are informed by key theoretical and research frameworks, there is no evidence of a clear conceptual framework or unit outcomes that guide program design or curriculum. The program's theoretical foundations are not reflected in the organization, scope and sequence of the curriculum provided to candidates.

- 1.1. The School of Education has developed a shared philosophical and research based vision for all of its programs. This foundational statement informs our practice with students and colleagues alike and has begun to be shared in orientation sessions for students, amongst faculty during orientation and faculty retreats and through our website. A link can be found here: <http://simpsonu.edu/Pages/Academics/Majors/GS/Credential.htm>

Additionally, the curriculum does not show strong evidence of preparing single subject credential candidates to effectively teach and implement their subject-specific pedagogy. Candidates report the majority of the curriculum is designed for multiple subject candidates, with differentiation made for single-subject candidates, resulting in confusion and lack of clarity on requirements for assignments and performance by each group. Both programs' candidates confirmed that single subject candidates would benefit from dedicated individualized focused instruction in the program.

- 1.2. Preparing single subject candidates for subject-specific pedagogy- As evidenced below via the School of Education Secondary Curriculum and Instruction syllabus, each single subject student prepares five detailed lesson plans in their respective and specific subject area while also teaching two lessons in their respective and specific subject area. Below is the syllabus:

Secondary Curriculum & Instruction

ED 5430 (5 units)

Simpson University

Redding, CA

Spring 2018

Tuesdays @ 4:30 - 8:30pm

Dr. Paul R. Jones Jr.

Grubbs 109

pjones@simpsonu.edu

(530) 226-4189

Office Hours:

T 1:30pm – 4:30pm

W 10:00am – 12:00noon

I. Course Description

This course provides the prospective teacher with the opportunity to learn the art and science of teaching. You will design lessons and units of study in curriculum based on the California Department of Education Frameworks, Content Standards and Common Core State Standards. Intensive areas of study include planning, classroom management, and assessment. Students in this class will evaluate methods of direct instruction, collaborative and cooperative approaches to instruction, and apply both basic skills and critical thinking skills in their teaching and assessment. Attention will be given to developing effective strategies for teaching students from diverse multicultural backgrounds and in addressing multiple intelligences.

II. Learning Outcomes

School of Education

A. Constructive Thinking

To think critically by analyzing and evaluating data, arguments, and ideas; to think synthetically with creativity and imagination; and to think practically by making decisions and solving problems.

B. Effective Communication

To communicate clearly, accurately and creatively both orally and in writing, including the use of technology, with different individuals and audiences.

C. Moral Commitment

To articulate a personal philosophy and understanding of a Christian worldview.

D. Cultural Engagement

To appreciate, understand, and evaluate various cultures and to interact with people with sensitivity and grace appropriate for a diverse world.

E. Academic Achievement

To demonstrate a knowledge and skills in the profession of education K-12 students.

III. Course Outcomes

1. Understand the application of a Christian view of the learning process, model appropriate behaviors in the school environment and evaluate his/her own value system as it relates to the learning process.

Assessment: Observations during coursework; TPE1, TPE5, TPE6, TPE8, TPE11

2. Analyze California State Curriculum Frameworks and Standards, develop specific learning objectives and design a sequence of learning activities to meet those objectives in a standardized lesson format.

Assessment: Lesson Plans and Unit Plan; TPE4, TPE6, TPE9, TPE10

3. Plan a unit of study utilizing a variety of instructional strategies and collect and organize resources to be used in his/her classroom.

Assessment: Unit Plan, TPE1, TPE3, TPE4, TPE5, TPE6, TPE9, TPE10

4. Demonstrate an understanding and appreciation of the teaching profession by observing in public or private school classrooms.

Assessment: Observation Log; TPE1, TPE2, TPE5, TPE8, TPE11

5. Understand the effective elements of a classroom/behavioral management system that would include character education.

Assessment: Observation and practicum during coursework, TPE2, TPE5, TPE8, TPE11

6. Apply various forms of assessment to the learning process.

Assessment: Lesson Plans, Unit Plan, Final Exam, TPE2, TPE3, TPE

7. Demonstrate an understanding and sensitivity for individual differences in student learning styles, in multicultural backgrounds and in English Language Development.

Assessment: Course assignment and observations during coursework, TPE5, TPE7, TPE8, TPE11

8. Understand and adapt lesson plans to account for assessed proficiency levels of EL students.

Assessment: Lesson Plans and Unit Plan, TPE7

9. Analyze SDAIE strategies for alignment with learning theory and different teaching strategies.

Assessment: Lesson Plans and Unit Plan, TPE1, TPE4, TPE7

Alignment

PLO A – CO 2, 3, 5, 6, 7, 8, 9

PLO B – CO 1, 3, 4, 5

PLO C – CO 1

PLO D – CO 7, 8, 9

PLO E – CO 1, 2, 3, 4, 5, 6, 7, 8, 9

IV. Course Texts

Kellough, Richard D. and Kellough, Noreen G. (2011) *Secondary School Teaching: A Guide to Methods and Resources*. Boston, MA: Pearson, 4th edition. (ISBN-13: 978-0-13-704977-6)

Redman, George L. (2011) *A Casebook for Exploring Diversity in K-12 Classrooms*. Boston, MA: Pearson, 4th edition. (ISBN-13: 978-0-13-706128-5)

V. Course Technology Requirements

1. Access to the Internet (including Simpson University email only).
2. Use of Microsoft Office software or comparable software for assignments.

3. Students will need to be able to access the Simpson University Moodle2 site during the course (<http://m2.simpsonu.edu> , no www prefix). This site will be used as a resource for students who need to access copies of syllabus, some class handouts, rubrics, etc.

VI. Course Information Literacy Requirements

It is expected that students will possess at least basic skills in the use of library resources for research purposes. Students will need to demonstrate their skill level in research throughout their courses of study and will be required to utilize professional journals and monographs, many of which are accessible through the library's online databases. For those wishing to improve their information literacy skills, the Simpson University library provides numerous database-specific tutorials and a selection of guides to develop information literacy and improve research skills. Speak with a member of the library staff for details on online databases and tutorials.

VII. Course Requirements Information

Fifteen (15) hours will be spent observing classroom instruction. (It is desirous that during your observation hours you will identify a teacher who may serve as your master teacher during student teaching.) Five (5) of these hours will be used viewing instructional videos on the Teaching Channel website in your subject area.

Teach two (2) lessons in your subject area in school classrooms and one (1) lesson in our classroom.

Develop a unit plan comprised of five (5) detailed lesson plans in your subject area. You will select and address relevant standards from the California Content Standards/ Common Core State Standards for your subject area. These may be found on the California Department of Education website.

Complete a reflection assignment on teaching.

Lead a devotional/motivational activity, teach an in-class lesson utilizing electronic media, and lead a class discussion of a diversity case study.

Learn and practice a variety of teaching strategies that are sensitive to the needs of diverse learners including multi-cultural learners.

Learn, practice and evaluate a variety of classroom management techniques.

Understand the requirements of TPA 1, Scenario 2 on assessment

Successfully pass a final exam on student assessment.

Have regular attendance.

Guidelines for Assignments

Reflection Paper

You are to reflect on a contemporary video and your own experiences as a student. What outstanding teaching traits does the video portray and/or what effective strategies does he use in his classroom? Did you have any teachers that used excellent teaching methods? What did they do? Be prepared to share your ideas during class discussions. (2-3 page maximum, double spaced) See guiding questions.

Opening Motivational/Devotional, Diversity Case, PowerPoint Presentations

On your assigned day, you will start class with a brief (5 minute) motivational/devotional. This can be a quote from a famous person or any inspiring words that you would like to communicate. You may use a Bible passage, but it is not required. Then you are to lead a 10-15 minute discussion of the situation presented in your diversity case study. Lastly, you will give a brief PowerPoint presentation on one short idea/concept in your discipline.

In-Class Lessons

You will sign-up and teach one (1) short lesson in our class from the list shown below. Write a lesson plan and gather your materials to teach the lesson. On your teaching day, you will be given 20-25 minutes to present your lesson--so you may only have time to show part of a full lesson. Each lesson will have a specific teaching strategy that you must demonstrate. The following teaching strategies will be used this semester:

Direct Instruction (lecture and discussion)

Questioning Strategies with Class Discussion

Discovery Learning and Educational Games

Cooperative Learning Groups

Unit Plan

You are to design and construct a unit plan consisting of five (5) lessons. Your unit plan content must be based on the California Content Standards/Common Core State Standards for your discipline. You must write your lessons using the standard Simpson University lesson plan format. All unit plans must follow the Guidelines for Writing the Unit Plan which will be given in class.

Micro-Teaching Lessons

You are required to plan and teach two (2) lessons in a public/private classroom. The content of the lessons can be worked out with the regular classroom teacher. Use the following guidelines:

- One/both of the lessons must in a public/private school 7-12 grade classroom.
- Obtain approval and provide copy of the lesson plan to the classroom teacher before teaching.
- Each lesson must be a full period in length.
- Make sure you have your classroom teacher complete and sign a micro-lesson evaluation form for each lesson taught.
- Both lessons must utilize one or more SDAIE strategies.
- The completed evaluations and copies of the lesson plans are to be returned to the professor by the last day of class.

TPA 1, Scenario 2

You will receive help with this but it is not an assignment - it is a requirement to be completed for your credential. The website is: <http://www.ctc.ca.gov/educator-prep/TPA-California-candidates.html>

Classroom Observations

Each student is expected to complete at least 15 hours of classroom observations at the secondary level (grade 7-12) in a public or private school setting. At times, you may be asked to interact with the classroom activities. The depth of interaction is for you and the classroom teacher to determine. A desirous component of the 15-hour observation requirement for secondary students is to find a teacher(s) in your subject area who may become your master teacher(s) during student teaching. Also, five of these hours will be used in viewing instructional videos in your subject area on the Teaching Channel website.

From your observations throughout the course, record on your log sheet and complete in your reflective journal elements of subject-specific pedagogy (see attached: Elements of Subject-Specific Pedagogy) and be ready to discuss the following:

Curriculum:

Where did the curriculum come from? Is it from a publisher, custom made, or is it a combination?

In what order is the curriculum presented? Is it from a state framework or a district course of study?

What allowances in the curriculum are made for students of diversity and for sensitivity to multicultural concerns?

How much homework is given?

Teaching Methods:

How often do students work individually and in cooperative groups?

How does the teacher involve their students in the work for the day?

How does the teacher keep students on-task to finish the lesson?

Does the teacher use strategies to help students with limited English proficiency?

What subject-specific methodology was employed?

Classroom Management:

How is class started?

What system is in place for taking attendance, handling tardiness, and absent students?

How does the teacher establish a working rapport with their class? What evidence do you see for a proactive classroom?

In what ways does the teacher ensure that all students understand the classroom rules and regulations?

What are the reactive consequences of inappropriate behavior?

Assessment:

How does the teacher assess student work?

How does the teacher keep parents informed?

How does the teacher keep students informed of their progress?

VIII. Grading

Completed Unit Plan	100	2 micro-lessons	40
Reflection Paper	10	15-Hour log	30
1 In-class lesson	20	Diversity case pres.	10
Class participation/attendance	60	PowerPoint	10
Final Exam	20		
			Total: 300

Grade/Points Equivalents

A = 282-300 points	C+ = 231-239
A- = 270-281	C = 222-230
B+ = 261-269	C- = 210-221
B = 252-260	D = 180-209
B- = 240-251	F = Below 180

Students receiving below 240 points (a "B-" grade) will be required to be involved in an intervention conference. At this time, the student will be asked to address identified deficiencies before being allowed to proceed into student teaching. At the instructor's discretion, the student can be required to re-take the course.

IX. Course Policies

The Impact of Attendance

Student attendance at all class sessions is required. A strong component of the course is student participation/interaction. It is the student's responsibility to notify the professor when a class session is

going to be missed. Remember, this is a very important part of your professional development and we look at attendance carefully. The student is also responsible for the material presented in class and the assignments missed. Upon the third absence the student will need to meet with the professor and/or Dean of the School of Education to discuss the matter. If the student should miss a fourth meeting, the student will be given a failing grade "F" and be forced to re-take the class. In cases of family or medical emergencies point deductions may be waived at the discretion of the professor.

Tardy

Frequent tardiness is a sign of unprofessional behavior. At the professor's discretion, an intervention conference may be called between the student, the professor and/or the Dean of the School of Education.

Professional Appearance and Behavior

Please dress and groom yourself appropriately when attending public and private schools during your observations. Remember to always wear your identification nametag and sign-in at the school office before attending classes. As a representative of Simpson University, we ask you to behave respectfully and responsibly in all of your actions. Failure to dress or act appropriately is a serious concern that may result in an intervention conference or other action.

The Impact of Late Assignments

This is another vital professional concern. It is expected that you complete all assignments on-time. Assignments are due at the beginning of class on the due date. The following policy will apply to late work:

1. Before next class meeting day = a 10% point reduction.
2. At next class meeting day = a 20% point reduction.
3. Each class meeting day after #2 above = an additional 10% point reduction.

--Incomplete assignments will not be accepted.--

As in the case above, family or medical emergencies, as determined by the professor, may result in no point deduction.

Plagiarism

Plagiarism is using someone else's words or even ideas in writing, without giving that person credit, as if the words or ideas were one's own. You plagiarize if you: do not acknowledge a quotation; fail to put an author's words into quotation marks; paraphrase facts or opinions without stating exactly where they come from; use long sections in your paper that have been written by a friend or a tutor; buy, find, or receive a paper that you turn in as your own work. Plagiarism will result in severe consequences, up to and including failure.

Incompletes

At the discretion of instructor and with the approval of the Registrar, students may be granted an "incomplete" grade for a particular course. An incomplete is only granted when a course cannot be completed due to circumstances beyond a student's control; evidence of a qualifying circumstance may be requested. To obtain credit for the course, the incomplete must be converted into a passing grade by the third Friday following the end of the semester in which the incomplete was received. An "incomplete" not removed within one year will be converted to an F. Any course not completed within the provided timeframe will convert to an F.

Students with Disabilities

Simpson University complies with the Americans with Disabilities Act (ADA, 1990), as well as Section 504 of the Rehabilitation Act, by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Simpson's Academic Success Center (ASC) to arrange a confidential appointment with the ASC Director before or during the first week of classes. For more details or to set up a meeting, stop by the ASC in Owen Center #203 or call 530.226.4783.

Additional notes:

1. Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.
2. Legally, no retroactive accommodations can be provided.
3. Accommodations for disabilities are available only as recommended by ASC.

Students whose accommodations are approved will be provided confidential contracts by the ASC. Students should make an appointment to meet with their professors during office hours to review and discuss the contract and accommodations. The professor will sign the contract at that time.

X. Schedule of Topics and Reading Assignments

Week #1

1/9

Opening activity, general philosophy of education, introductions, contemporary video, review syllabus;
Homework: write 2-3 page reflection paper on video, read Chapter 1 and 2 in Kellough & Kellough.

Week #2

1/16 **** Reflection Paper Due****

Group sharing of reflective paper; how to give and receive feedback, signups for opening class presentations, handout log sheets for 15-hour observations; handout on schools and school contacts, review pair-share strategy record sheet, direct instruction of Chapters 1 and 2, including the teacher's role in motivating students to succeed academically.

Homework: Read Chapter 5

Week #3

1/23

Opening class presentation with Diversity Case #31 (30); review direct instruction strategy record sheet, introduction to the Simpson University Lesson Plan: understand and adapt lesson plans to account for ELL students and use of SDAIE strategies and students with special needs, Jig-saw Chapter 3.

Homework: read Chapter 6.

Week #4

1/30

Opening class presentation with Diversity Case #32 (31); review jig-saw strategy record sheet, introduce idea of a unit plan, show samples on unit-at-a glance, introduction to frameworks and standards; Ralph Tyler's basic principles of curriculum planning; Benjamin Bloom's taxonomy of educational objectives and the benefits of collaborative planning effort, use Questioning strategy to review Chapter 6.

Homework: read Chapter 3

Week #5

2/6

Director of Student Teaching, will review student teaching application and procedures. Opening class presentation with Diversity Case #12 (13); “Read Boredom and its Opposite”, review questioning strategy record sheet, pass out Stiggins article, review the Simpson University Unit Plan requirements and guidelines.

Homework: read Chapter 7, practice writing a lesson plan

Week #6 2/13

Opening class presentation with Diversity Case #24 (24), play “Rainbow War” and “Baseball Jeopardy” Review educational games strategy record sheet, Stiggins DVD, Students share their lesson plans in teams of two.

Homework: Those students presenting lessons next week need to write and present a lesson plan for this in-class lesson; Read Chapter 8, **I will pre-approve lesson plans up to Week #10 only.**

Week #7 2/20 ****Direct Instruction lesson presentations****

Opening class presentation with Diversity Case #23 (23), Students present Direct Instruction lessons. Hand-out and review TPA scenario 2 on Assessment, review how to give and receive feedback.

Homework: Students who are presenting next week need to prepare a lesson plan; others may work on unit plan. Read Chapter 9.

Week #8 2/27 **** Questioning Strategies w/class discussions presentations****

Opening class presentation with Diversity Case #5 (6), students present Questioning Strategies lessons, TPA 1, Scenario 2 formative response by students and discussion.

Homework: Read Chapter 4

Week #9 3/6 ****Discovery Learning and Educational Games Presentations****

Opening class presentation with Diversity Case #17 (18), students present Educational Games strategies.

Homework: Read Chapter 4, Complete TPA 1, Scenario 2 on assessment

Week #10 3/13 ****Cooperative Group lessons****

****Last day to hand in lesson plans for feedback****

Opening class presentation with Diversity Case #18 (19), students present Cooperative Learning strategies, receive introduction to classroom management.

Week #11 3/20 ****Unit Plan **Due**

Opening class presentation with Diversity Case #27 (27), more on classroom management instruction and role-playing classroom management scenarios.

Week #12 3/27****Spring Break (no classes)**

Week #13 4/3

Opening class presentation with Diversity Case #35 (34); Mixed group activities on Behavioral Management—latest theories and practical applications, more on classroom management instruction and role-play classroom management scenarios.

Homework: read Chapter 10

Week #14

4/10

Classroom management practicum, mock job interviews, discussion on take home final exam.

Week #15

4/17

****Final Exam** Due**

Final Exam due covering Bloom's Taxonomy and Dr. Stiggins article

15-hour Observation Log due**

Micro-Lesson Evaluations due**

Educational Theorists and Philosophers -- Curriculum & Instruction

Intellectual Development and How Students Learn

Jean Piaget was an advocate of constructivism. Children create knowledge as they interact with other people and their environment. He postulated a four stage developmental sequence including: Sensorimotor (birth to age 2), Preoperational (2-7 years), Concrete Operations (7-11 years), Formal Operations (11 and up).

Lev Vygotsky argued that student interaction with each other and cooperation proved the most effective way to learn. He theorized that with a supportive and safe learning environment along with careful teacher guidance students would reach their highest levels of intellectual growth.

Robert Gagne, an advocate of behaviorism, identified eight levels of learning in which the observed mastery of the previous level should be confirmed before moving to the next level. These levels include: signal learning, stimulus, or response learning or skill learning, verbal association, multiple discrimination, concept learning, principle learning, and problem solving.

Jerome Bruner argued that children pass through stages that are age-related and biologically determined. His "ways of knowing" or "representations" focus on three developmental levels: enactive representation, iconic representation, and symbolic representation. They correspond roughly to Piaget's sensorimotor, concrete, and formal operations. Bruner believed that language and prior experience are more closely related with the development of new mental constructs. His three acts of learning are: acquiring, manipulating, and evaluating.

David Ausubel believes strongly in reception learning--the receipt of ideas through transmission. He argues for more direct instruction (expository teaching) to teach key and supporting concepts. Ausubel noted that using familiar learning situations and examples helps students link more quickly and effectively to new concepts. He recommends hands-on for primary grades and concept mapping and demonstrations for older students.

Unit and Lesson Planning:

Benjamin Bloom, ed., Taxonomy of Educational Objectives, Book 1, Cognitive Domain, (White Plains, New York: Longman, 1984). Blooms classification of cognitive objectives according to the complexity of skills and abilities they embody: From simplest to most complex they are: knowledge, comprehension, application, analysis, synthesis, and evaluation.

David R. Krathwohl, and Bertram Masia, Taxonomy of Educational Goals, Book 2, Affective Domain, (New York: David McKay, 1964). The feelings, attitudes, and values developed through learning. From least internalized to most internalized they are: receiving, responding, valuing, organizing, and internalizing.

A. J. Harrow, Taxonomy of the Psychomotor Domain, (New York: Longman, 1977).

Gross to fine motor skills are classified here including: moving, manipulating, communicating, and creating.

Teaching Strategies:

Charles Hoban, Visualizing the Curriculum and **Jerome Bruner**, Toward a Theory of Instruction. Both Hoban and Bruner contributed toward the understanding of a Learning Experiences Ladder under which all instruction fits. One end is expository (lecture) and the other end is hands-on with full involvement from the student.

Arthur Costa, The Enabling Behaviors developed a three-tiered model of thinking and a procedure for asking questions during class discussions. These include data input, data processing and data output-- they resemble Bloom's cognitive levels. Costa encourages teachers to teach thinking skills to students directly and to then use those skills in problem-solving activities.

Benjamin Bloom developed the idea of Mastery Learning that involves allowing students sufficient time to master a topic or concept before moving on. Mastery learning as developed by **Fred Keller**, implements this idea in a Personalized System of Instruction (PSI). The teacher to meet the diverse needs of each student produces individualized learning modules or Self-Instructional Modules (SIM). Students move along as they master concepts, not in fixed schedules for the entire class.

Lev Vygotsky encouraged teachers to use cooperative learning groups (CLG) as a means to optimize learning. This can include group problem-solving and cross-age tutoring among other strategies.

Classroom and Behavioral Management:

Jacob Kounin urged teachers to understand the theory of movement management as it relates to successful learning. His principles of effective movement management include: beginning class with a minimum of delay, student movement in the class should be routinized, controlled, and purposeful to the lesson activities, and lessons should move forward briskly with natural transitions from one lesson to another. Kounin's "ripple effect" and "withitness" theories call for alert teachers to be pro-active, "catch students being good", and watch for class reaction to your disciplinary actions.

Lee and Marlene Canter developed an assertive discipline theory emphasizing four points. Teachers have professional rights in the classroom and should expect appropriate behavior, students have rights to choose how to behave and you should plan limits for inappropriate behavior, clearly state your expectations, and establish consequences.

Rudolf Dreikurs has a six-point theory for behavioral management. First, be fair, firm, friendly, and let students establish rules. Second, arrange room so students know rules and consequences. Third, students should be responsible for their behavior. Fourth, develop a class environment of respect. Fifth, recognize and encourage goals of gaining status and recognition. Sixth, recognize and deal pro-actively with inherent social problems such as getting attention, seeking power, and taking revenge.

William Glasser, conceived a theory called reality therapy. He advises teachers to hold classroom meetings that are devoted to establishing class rules, discussing student behavior and misbehavior, and formulating a group consensus for formulating consequences. In this way, students have a greater sense of belonging and therefore, want to see the rules successfully enforced.

Haim Ginott, worked on a theory of student and teacher communication systems. He argued that teachers must send a clear message about the behavioral situation, not a condemnation of the student. Ginott holds that teachers are first, and foremost, accountable for modeling good behavior routinely and in a genuine way.

Fredric Jones urged teachers to look for opportunities to support students' sense of self-control. His four step model includes: structuring your class so that students always understand the rules and consequences, select appropriate instructional strategies that discourage inappropriate behavior, build patterns of cooperative work, develop appropriate consequences that are fair to the situation.

Authentic Assessment:

Grant Wiggins is an advocate of authentic, or performance-based assessment. He starts with the premise that "rarely is assessment interesting to the student or part of the learning process." He urges teachers to use a wide variety of new assessments including: portfolios, "enhanced multiple choice questions," peer evaluation, individual and group performances and projects, rubric-based evaluation systems where the process of completing the task is weighed as heavily as the final product.

Character Education:

Vernie Schoor, Building Character, Character Development Curriculum, Children of the World, 910 Calle Negocio, Suite 300, San Clemente, CA 92673. A discussion of this approach is featured in the Social Studies Review Fall 1997. Using the theory that "choosing to do the right thing even when no one else is looking" Schoor builds an entire integrated character education curriculum.

William Kilpatrick, Why Johnny Can't Tell Right from Wrong, (New York: Simon & Schuster, 1992). This book links morality and character education as the top issues to be dealt with in school. An excellent annotated children's bibliography is included.

Second Language Acquisition

Stephen Krashen, "Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." "The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." For a summary of Krashen's five theories of language acquisition:

- the Acquisition-Learning hypothesis,
 - the Monitor hypothesis,
 - the Natural Order hypothesis,
 - the Input hypothesis,
 - and the Affective Filter hypothesis.
- Go to: <http://www.sk.com.br/sk-krash.html>

Jim Cummins, introduced the idea of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency Skills (CALPS) in 1979. "The distinction was intended to draw attention to the very different time periods typically required by immigrant children to acquire conversational fluency in their second language as compared to grade-appropriate academic proficiency in that language." His website is: <http://www.iteachilearn.com/cummins/bicscalp.html>

Web Resources

California Academic Content Standards – <http://www.cde.ca.gov/be/st/ss/>

English Language Development Standards – Use same URL as above. This site is a PDF format, so you will need to download Acrobat Reader. Note that the English Language Arts (ELA) matching Standard is located on the same page as the ELD Standard. Start with explanation on page 15.

Simpson University

ED 5430

Secondary Curriculum and Instruction

Questions to consider for reflection paper

1. Describe the evolution of Mr. Holland from beginning teacher to accomplished teacher. What changes did he make to become more successful in having students learn?
2. How did he relate to students initially? How did that change?
3. What kinds of steps did he take to have his students learn? Why did they respond positively to Mr. Holland's teaching?
4. What did the movie say about the character and characteristics of a successful teacher?
5. How and why did teachers collaborate?
6. What are the teacher-student boundaries?
7. How would you describe the heart of a teacher?
8. What are the challenges that teachers face?
9. What are the challenges in balancing one's personal and professional life?
10. How was the movie like your high school experience? Unlike it?

Multiple/Single Subject

Standard 5: Implementation of Teaching Performance Assessments- was found to be **Met With Concerns**

There is evidence to suggest that structural changes are being undertaken to implement the TPA according to the requirements of the new Cal TPA model. However, there is insufficient evidence to confirm that this was being done prior to the new staff/administrative roles that are currently responsible and working on implementing the TPA and administrative process for all/tasks of the current model. Candidates and program completers confirm that while TPA Task 1 was clearly embedded throughout early coursework, insufficient support and preparation for successful passage of TPA Tasks 2-4 were provided by the program.

- 5.1. Each methodology course in all credential programs integrates coursework with observations plus the teaching of micro lessons in the schools. Case studies of TPA 1 are assigned in four of the pre-student teaching courses. Additionally, the Director of Student Teaching addresses the TPA cycles in four of the five credential coursework classes.

Following the successful completion of the five pre-student teaching courses with a B- or better, submission of TPA 1, and passage of CBEST and CSET's, the candidate is considered for advancement to student teaching.

Candidates in both multiple and single subjects programs complete 15 weeks of full-time student teaching. Student Teachers attend student teaching seminars weekly or via videos of recorded sessions. The seminars focus on teaching special populations, health and safety, more on classroom management, panel on best practices in teaching, interviewing skills, the induction program, and seminars on TPA 2 ,3, 4.

Below are two agendas from our Student Teacher Orientation and University Supervisor Orientation which addressed the TPA cycle; classroom observation guides addressing TPA's; and a schedule of student teaching classes where the TPA cycle is reviewed:

SIMPSON UNIVERSITY

School of Education



STUDENT TEACHING ORIENTATION FALL 2018

August 10, 2018

Multiple Subject: 10:00 – 12:30

Single Subject: 2:00 – 4:30

Agenda

1. Welcome & Prayer & Introductions

2. Student Teaching Handbook Presentation
 - a) Fall Session Schedule
 - b) Roles & Responsibilities
 - c) Increase Responsibility Schedule
 - d) EI Verification Form
 - e) New CalTPA Cycle 1 & Cycle 2 structure overview
 - f) Parental Permissions – Video Release Forms
 - g) New TPEs 1 – 6 Overview
 - h) Classroom Observation Guide identifying new CalTPA TPE's
 - i) Cognitive Coaching Guides
 - j) Student Teaching Evaluation – Application of new TPEs
 - k) Integrated Co-Teaching Models
 - l) Lesson Plans
 - m) Classroom Management Plans
 - n) Rica Overview
 - o) Letter of Recommendation

UNIVERSITY SUPERVISOR ORIENTATION

FALL 2018

August 10, 2018

11:45-2:15

Agenda

1. Welcome & Prayer & Introductions

2. Student Teaching Handbook Presentation
 - a) Fall Session Schedule
 - b) Roles & Responsibilities
 - c) Increase Responsibility Schedule
 - d) EI Verification Form
 - e) New CalTPA Cycle 1 & Cycle 2 structure overview
 - f) Parental Permissions – Video Release Forms
 - g) New TPEs 1 – 6 Overview
 - h) Classroom Observation Guide identifying new CalTPA TPE's
 - i) Cognitive Coaching Guides
 - j) Student Teaching Evaluation – Application of new TPEs
 - k) Integrated Co-Teaching Models
 - l) Lesson Plans
 - m) Classroom Management Plans
 - n) Rica Overview
 - o) Letter of Recommendation

STUDENT TEACHER:		DATE:	
OBSERVER:		CLASS:	
TPE 1 Engaging & Supporting Students Planning Instruction & Design. Learning Experience For All	TPE 2 Creates and Maintains Effective Environ. For Student Learning Assessing Student Learning	TPE 3 Understanding and Organizing Subject Matter For Student Learning	TPE 6 Developing As A Prof. Educator
Journal			
Unit/Lesson Plans			
Classroom Teaching			



<p>STUDENT TEACHER:</p>	<p>DATE:</p>
<p>OBSERVER:</p>	<p>CLASS:</p>
<p>TPE 1 Engaging & Supporting Students</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Uses prior knowledge, life experience, interests, socio emotional, cultural/language, background <input type="checkbox"/> 2. Maintains support & communication with students/families, including the use of technology. <input type="checkbox"/> 3. Connects subjects to real-life contexts & provides experiences to engage & motivate students. <input type="checkbox"/> 4. Uses strategies, resources, technology, UDL, MTSS for curriculum access for ALL. <input type="checkbox"/> 5. Promotes critical thinking: inquiry, problem solving, responding to questions & reflection. <input type="checkbox"/> 6. Uses research-based language acquisition instructional approaches. <input type="checkbox"/> 7. Provides access to curriculum by incorporating visual & performance arts. <input type="checkbox"/> 8. Monitors student learning and adjusts instruction while teaching. <p>TPE 2 Creates/Maintains Effective Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Uses interventions for social-emotional growth, responsibility, restorative justice, conflict resolution to foster a caring community developing fairness & respect. <input type="checkbox"/> 2. Environment is productive, positive, diverse, multiple perspectives & culturally responsive. <input type="checkbox"/> 3. Establish, maintain, monitors inclusive environments that are safe for ALL students. <input type="checkbox"/> 4. Access resources for trauma, homeless, foster care, incarceration, medically fragile. <input type="checkbox"/> 5. Maintain high expectations for learning with appropriate support for ALL students. <input type="checkbox"/> 6. Establish/maintain clear expectations, positive classroom behavior for ALL interactions. <p>TPE 3 Understanding and Organizing Subj. Matter</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Subject matter knowledge, including California State Standards and curriculum frameworks. <input type="checkbox"/> 2. Facilitates student understanding of subject matter, makes accommodations and/or modifications as needed to promote student access to the curriculum. <input type="checkbox"/> 3. Plan, design, implement & monitor instruction consistent with current subject-specific pedagogy & implements disciplinary & cross-disciplinary learning, visual and Perform. Arts. <input type="checkbox"/> 4. Individually and through peer consultation and collaboration plans effective instruction using multiple means of representing & engaging students to demonstrate their knowledge. <input type="checkbox"/> 5. Adapt subject matter curriculum, organization & planning to support academic language acquisition within learning activities to promote the subject matter knowledge of all students. <input type="checkbox"/> 6. Use & adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum. 	<p>TPE 4 Planning Instruction & Design. Learning Experience For All</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Apply students' academic status, content standards-related learning needs & goals, assessment data, language proficiency, cultural background for instructional planning. <input type="checkbox"/> 2. Apply knowledge of the range and characteristics of typical/atypical child development from birth-adolescence for instructional planning & learning experiences for all students. <input type="checkbox"/> 3. Design/implement instruction & assessment reflecting academic content interconnectedness & related skills development in other discipline areas. <input type="checkbox"/> 4. Plan, design, implement, monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students. <input type="checkbox"/> 5. Provide opportunities for students to advocate to meet their individual learning needs & assist students with specific needs to participate in transition plans. <input type="checkbox"/> 6. Access resources for planning, instruction, including peer expertise through in-person or virtual collaboration, co-teaching, coaching, and/or networking. <input type="checkbox"/> 7. Plan instruction promoting a range of communication strategies & activity modes between teacher/student & among students encouraging learning & participation. <input type="checkbox"/> 8. Use digital tools/ learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons. <p>TPE 5 Assessing Student Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Apply knowledge of purposes, characteristics, appropriate use of different types of assessments to design & administer classroom assessments, including use of scoring rubrics. <input type="checkbox"/> 2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time. <input type="checkbox"/> 3. Involve all students in self-assessment & reflection on learning goals & progress & provide opportunities to revise or reframe their work based on assessment feedback. <input type="checkbox"/> 4. Tech. supports assessment administration, data analysis & learning outcomes communication. <input type="checkbox"/> 5. Use assessment information to assist students/families in understanding goals. <input type="checkbox"/> 6. Work with specialists to interpret assessment results to distinguish between students whose first language is Eng., Eng. learners, Standard Eng. learners, & students with disabilities. <input type="checkbox"/> 7. Interpret English learners' assessment data in the planning of instruction. <input type="checkbox"/> 8. Use assessment data, including information from IEPs, IFSP, ITP, & 504 plans to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction. <p>TPE 6 Developing As A Professional Educator</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. <input type="checkbox"/> 2. Recognize own values, implicit/explicit biases & ways values affect teaching/learning. <input type="checkbox"/> 3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues. <input type="checkbox"/> 4. Demonstrate how/when to involve others, communicate effectively with peers, families, & school community members to support teacher and student learning.

- 7. Develop digital literacy: Use technology to engage students, support learning, & promote digital citizenship, copyright law, fair use, *Creative Commons* license, and Internet security.
- 8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized ed. technology standards.

- 5. Responsible for ALL student learning, classroom management, learning outcomes & privacy, health, safety concerns of students/ families. Models integrity/ ethical conduct.
- 6. Enacts professional roles/responsibilities as mandated reporters, complies with professional responsibilities laws, conduct & moral fitness, responsible media use.
- 7. Critically analyze how the context, structure, & public education in Calif. history affects & influences state, district, school governance, state/local education finance.

SIMPSON UNIVERSITY - REVISED JUNE 27, 2018

2211 COLLEGE VIEW DRIVE, REDDING, CA, 96003 – (530) 226-4113

STUDENT TEACHER EVALUATION

Student Teacher
Supervisor

Semester

University

Master Teacher
Grade/Class

School

The California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The Standards prompt reflection about teaching and learning as well as guides the teacher in the practice of developing professional goals.

TPE 1 Engaging & Supporting Students In Learning	Check the box that best indicates the level of performance			
	Beginning ST Demonstrates a limited level of performance that partially meets the instructional needs of students.	Emerging (Middle) ST Demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.	Proficient (High) ST Clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.	Not Observed
1. Apply students' knowledge, including prior experiences, interests, social- emotional learning needs, as well as their funds of knowledge, cultural, language, and socioeconomic backgrounds, for learning engagement.				
2. Maintain ongoing communication with students-families, including the use of technology to communicate with and support students-families, and to communicate achievement expectations and student progress.				
3. Connect subject matter to real-life contexts, provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.				
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners.				
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.				
6. Provide a supportive learning environment for students' first and/or second language acquisition through research-based instruction, including focused ELD, SDAIE, scaffolding across content areas, structured English immersion, and demonstrates an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who				

may have both a need to acquire Standard English proficiency and an identified disability.				
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.				
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.				
Specific Strengths:		Suggestions for Improvement:		

STUDENT TEACHER EVALUATION

<p align="center">TPE 2</p> <p align="center">Creating and Maintaining</p> <p align="center">Effective Environments</p> <p align="center">for Student Learning</p>	<p align="center">Beginning ST</p> <p>Demonstrates a limited level of performance that partially meets the instructional needs of students.</p>	<p align="center">Emerging (Middle) ST</p> <p>Demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.</p>	<p align="center">Proficient (High) ST</p> <p>Clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.</p>	<p align="center">Not Observed</p>
<p>1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</p>				
<p>2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p>				
<p>3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.</p>				
<p>4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p>				
<p>5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.</p>				
<p>6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</p>				
<p>Specific Strengths:</p>	<p>Suggestions for Improvement:</p>			

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STUDENT TEACHER EVALUATION

TPE 3 Understanding and Organizing Subject Matter for Student Learning	Beginning ST	Emerging (Middle) ST	Proficient (High) ST	Not Observed
1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.				
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum				
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.				
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.				
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.				
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.				
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding				

fair use guidelines and the use of Creative Commons license, and maintaining Internet security.				
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards				
Specific Strengths:		Suggestions for Improvement:		

STUDENT TEACHER EVALUATION

TPE 4 Planning Instruction and Designing Learning Experiences for All Students	Beginning ST Demonstrates a limited level of performance that partially meets the instructional needs of students.	Emerging (Middle) ST Demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.	Proficient (High) ST Clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.	Not Observed
1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes				
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning exp. for all students.				
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.				
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instr. Tech., UDL and MTSS; use of developmentally, linguistically & culturally appropriate learning activities, instructional materials, resources for all students, including the full range of ELs; appropriate modifications for students with disabilities in gen. ed. classroom; opportunities for students to support each other in learning; use of community resources/services as applicable.				
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans: IEP, IFSP, ITP, 504 plans.				
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking				
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.				
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy.				

Specific Strengths:	Suggestions for Improvement:
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STUDENT TEACHER EVALUATION

TPE 5 Assessing Student Learning	Beginning ST	Emerging (Middle) ST	Proficient (High) ST	Not Observed
Demonstrates a limited level of performance that partially meets the instructional needs of students.	Demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.	Clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.		
1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.				
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.				
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.				
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.				
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals				
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities				
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.				
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.				
Specific Strengths:		Suggestions for Improvement:		

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STUDENT TEACHER EVALUATION

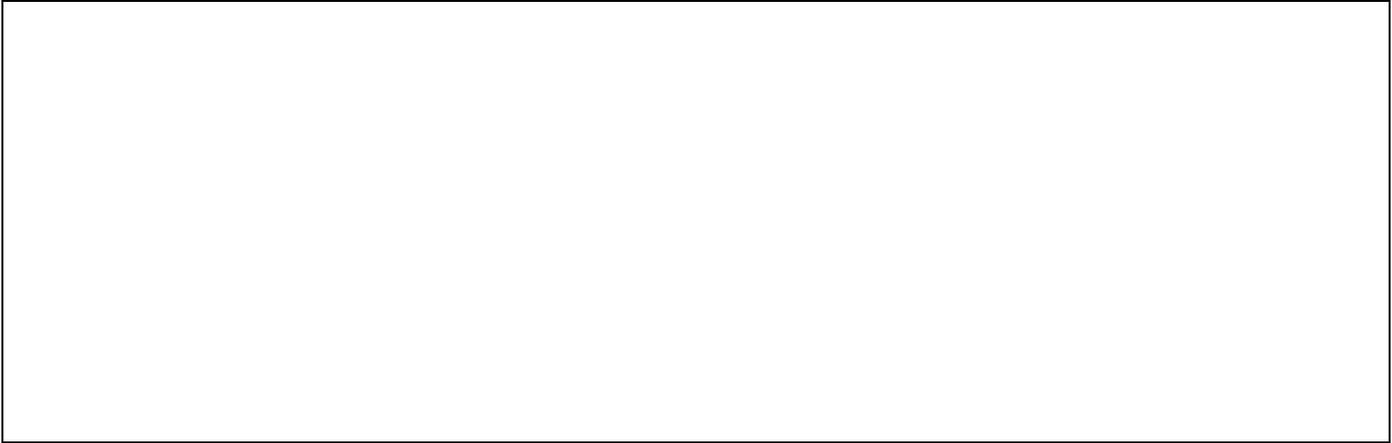
TPE 6 Developing as a Professional Educator	Beginning ST	Emerging (Middle) ST	Proficient (High) ST	Not Observed
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	Demonstrates a limited level of performance that partially meets the instructional needs of students.	Demonstrates a level of performance that is clear and relevant to the instructional needs of the whole class and many individual students.	Clearly, convincingly, and consistently demonstrates a high level of performance that is appropriate, relevant, and addresses the instructional needs of every student.	
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.				
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.				
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.				
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.				
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and Preliminary Multiple and Single Subject Credential Program Standards – Adopted December 2015 14 Teaching Performance Expectations (TPEs) – Adopted June 2016 tools. .				
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.				

Specific Strengths:	Suggestions for Improvement:
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SUMMATIVE COMMENTS - STUDENT TEACHER EVALUATION

Summative Comments by Master Teacher:

Summative Comments by Simpson Supervisor:



Student Teacher Signature _____ Date _____

Master Teacher Signature _____ Date _____

Supervisor Signature _____ Date _____

SCHOOL OF EDUCATION
STUDENT TEACHING PROGRAM



TEACHER EDUCATION DEVELOPMENT (TED) CLASSES				
FALL TED CLASSES Tues. 4:00 – 6:00 M63	Phase 1	Aug 28	Syllabus	Lopez
		Sept 4	TPA Cycle 1	Professor David Peek
		Sept 11	Ed 5601 Special Ed. – LRE	Teacher Panel
		Sept 18	Ed 5601 Special Ed. – Instr. Strategies	Linda Faight
		Sept 25	Ed 5601 Special Ed. - Legal Aspects	Linda Faight
		Oct 2	TPA Cycle 2	Prof. David Peek
		Oct 9	Portfolio Preparation	Lopez
	Phase 2	Oct 16	CPR CLASS	Robert Arnold
		Oct 23	Ed 5602 Health & Safety/Brain	Lopez
		Oct 30	Ed 5602 Restorative Practices	Christina Trimble
		Nov 6	Ed 5602 Restorative Practices	Christina Trimble
		Nov 13	Ed 5660 Best Practices Panel	Teacher Panel
		Nov 20	Ed 5660 Harry Wong Youtube Video	Reflection Paper
		Nov 27	Ed 5660 Interview Techniques	Irene Lopez
		Dec 4	Ed 5660 Adm Panel/ Interview Tech.	Adm. Panel
	Dec 11	ED 5660 Cred. Application/Induction	C. Chairez/M. Diaz	
SPRING TED CLASSES Tues. 4:00 – 6:30 M63	Phase 1	Jan 8	Syllabus	Lopez
		Jan 15	Philosophy 1 of 6	Lopez
		Jan 22	TPA Cycle 1	Professor Peek
		Jan 29	Philosophy 2 of 6	Lopez
		Feb 5	ED 5601 MTSS/ LRE Panel	Faight/Teacher Panel
		Feb 12	ED 5601 Special Ed. Legal Aspects	Linda Faight
		Feb 19	Philosophy 3 of 6	Lopez
		Feb 26	TPA Cycle 2	Professor Peek
	Phase 2	Mar 5	Philosophy 4 of 6	Lopez
		Mar 12	ED 5602 Restorative Practices	Christina Trimble
		Mar 19	ED 5602 Health & Safety/Brain	Lopez
		Mar 26	Philosophy 5 of 6	Lopez
		Apr 2	ED 5660 Interview Tech/Admin Panel	Lopez
		Apr 9	Philosophy 6 of 6	Lopez
		Apr 16	ED 5660 Cred. Application/Induction	C. Chairez/M. Diaz
Apr 23	TBD			