

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

Josh Emmett, Ph.D.

Program Director for MAT Single Subject Program

Point Loma Nazarene University

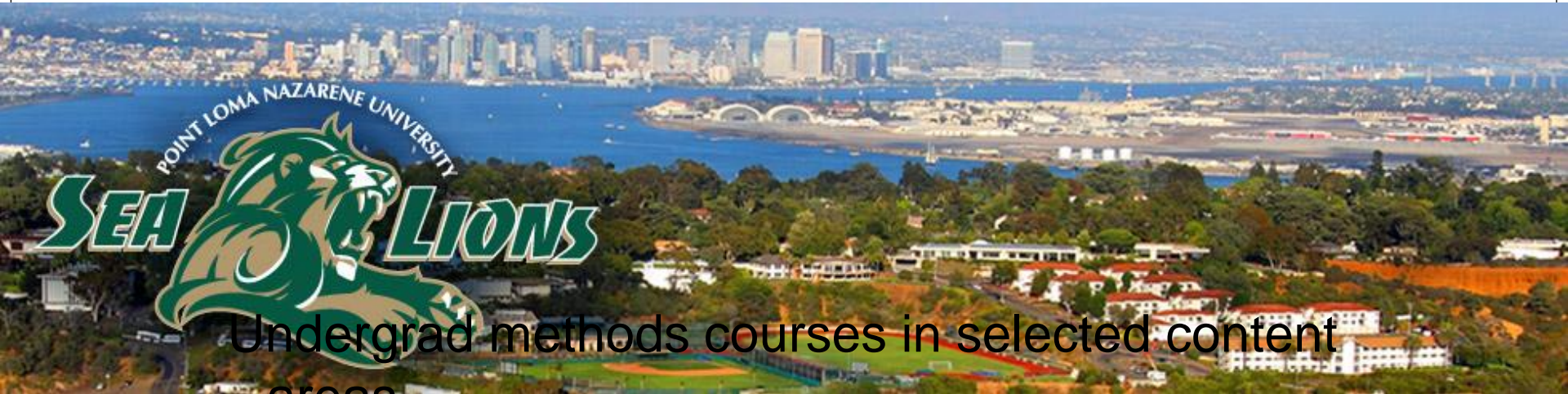
jemmett@pointloma.edu

Standard 8-B

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

Context for PLNU

Main campus in San Diego for undergraduates



Undergrad methods courses in selected content areas

Context for PLNU

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



Impetus

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

Protocol

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

Bring Together

A realization:

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

A response:

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

Unique Format

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

Course Instruction

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

TPE 1B for Math

- Help students understand different mathematical topics and make connections among them
 - Learn strategies to engage & re-engage students
 - Strategies to support struggling students
 - *8-B(a) They provide a secure environment for taking intellectual risks and approaching problems in multiple ways
- Assign and assess work through progress-monitoring and summative assessments that include illustration of student thinking
 - Develop a portfolio of assessment strategies
 - Exploration of approaches to grading
 - The “homework” issue

TPE 1B for Science

- Balance the focus of instruction between science information, concepts and principles
 - Learn multiple instructional strategies
- *8-B(b) Learn specific teaching strategies that are effective in supporting them to teach the content standards.
- Guide, monitor and encourage students during investigations and experiments
 - Experience on main campus takes place in a science laboratory
 - Practice instruction with equipment in a lab setting
 - Learn lab safety procedures



Assessments for EDU 623 & 624

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

Assessments

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

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

Assessments

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

- *Professional Journal Assign*
By accessing current journal articles specific to content area, candidates read, synthesize, and reflect upon knowledge in their professional field
- *Join a professional organization*
All candidates join a professional teaching organization, such as NCTM or a state level organization.

Assessments

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

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

EDU 622-629 at PLNU

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

Questions for Participants

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