Tri-Placement Program
(SB 2042)

Multiple Subject
Single Subject
# Table of Contents

## Introduction

<table>
<thead>
<tr>
<th>Evidence to Support Narrative Responses to Standards 1-19</th>
<th>iii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments ................................................................</td>
<td>iii</td>
</tr>
<tr>
<td>Assessments ................................................................</td>
<td>IV</td>
</tr>
<tr>
<td>Program Documents ...............................................</td>
<td>IV</td>
</tr>
<tr>
<td>Syllabi .....................................................................</td>
<td>IV</td>
</tr>
<tr>
<td>Readings ....................................................................</td>
<td>V</td>
</tr>
</tbody>
</table>

1. **Category A: Program Design, Governance, and Qualities** 1
   
   Standard 1 ................................................................ 1
   
   Table 1 ..................................................................... 4a
   
   Table 2 ..................................................................... 4b
   
   Table 3 ..................................................................... 4c
   
   Table 5 ..................................................................... 7a
   
   Table 4 ..................................................................... 8a
   
   Standard 2 .................................................................. 11
   
   Standard 3 .................................................................. 17
   
   Standard 4 .................................................................. 21
   
   Standard 5 .................................................................. 24

2. **Category B: Preparation to Teach Curriculum to All Students in California Schools** 31
   
   Standard 6 .................................................................. 31
   
   Standard 7 .................................................................. 34
   
   Standard 8 .................................................................. 56
   
   Standard 9 .................................................................. 61

3. **Category C: Preparation to Teach All Students in California Schools** 62
   
   Standard 10 .................................................................. 62
   
   Standard 11 .................................................................. 66
   
   Standard 12 .................................................................. 69
   
   Standard 13 (Special notation) .................................... 73
   
   Standard 14 .................................................................. 74

4. **Category D: Supervised Field Work in the Program** 81
   
   Standard 15 .................................................................. 81
   
   Standard 16 .................................................................. 89
   
   Standard 17 .................................................................. 98
   
   Standard 18 .................................................................. 100
   
   Standard 19 .................................................................. 105

5. **Appendix: Tables to Support Information from Category D** 108
   
   Table 6 ....................................................................... 108
   
   Table 7 ....................................................................... 111
   
   Table 8 ....................................................................... 116
   
   Table 9 ....................................................................... 118
INFORMATION ABOUT THE TRI-PLACEMENT PROGRAM
DESIGN AND STRUCTURE

The Tri-Placement Program is one of three programs in the Department of Professional Studies in Education (PSED) at California State University, Chico (CSUC) through which candidates may earn a Preliminary Level I Teaching Credential (MS). In order to understand thoroughly how this component effectively prepares candidates to work with the diversity found in today’s classrooms, it is important to understand the unique structure, design, and philosophy of this particular program component. Candidates who earn an MS credential by participating in the Tri-Placement Program experience an in-depth, comprehensive year of student teaching during which they simulate, as closely as possible, a first year of teaching. They work with three different cooperating teachers in the daily planning, teaching and assessing of students at various grade levels in schools in two local unified school districts. The larger of these is Chico and the other, Durham, is located in a small rural community close to the larger urban community of Chico.

Following the model of a professional development school, candidates in the program component "apprentice" with their cooperating teachers in a variety of classroom settings during the year of professional preparation. The involvement requires full participation in the classroom at least five mornings and three afternoons each week; therefore, candidates experience all the aspects of lesson planning, teaching, room arrangement, materials selection and organization, instructional modifications for English learners and students with special needs, traditional and alternative assessment procedures, and management of instruction and behavior. Candidates experience yard-duty, parent conferences, staff meetings, planning sessions, testing procedures, school in-services, work with paraprofessionals and specialists and so on. They learn about school culture by immersion in the various roles assumed by teachers in the context of classrooms that reflect and embrace cultural and linguistic diversity.

During one full academic year, which begins in mid-August and ends the following May/June, approximately twenty five to thirty candidates work together as a cohort in weekly seminars, field placements, and study groups with three CSU,C faculty members who co-lead the program, teach the course work and supervise the candidates in each of the three classroom placements. Course instruction is augmented by the participation of several cooperating teachers who have extensive knowledge and expertise with various topics, such as writer's and reader's workshops, math education, organizing and managing literacy centers, assessment techniques, science, fine arts, working with English learners, and developing units of instruction. These teachers are valued as colleagues for their knowledge, skill, and excellence in the classrooms. Their sessions are integrated with regular course content and, as adjunct faculty members, they are paid an honorarium for each instructional session.
One to two weeks prior to the university semester, candidates meet on the CSU,C campus for seminars on lesson planning, instruction and management considerations, diagnosis, literacy development and ethical aspects of the teaching profession. Candidates begin the school year with carefully selected cooperating teachers with whom they have been assigned and who function as full partners with university faculty in the preparation of candidates. Candidates participate in all traditional beginning of the year activities, including organizing the classroom for instruction, materials preparation, and all assessment activities, including those for English learners. Candidates remain for ten weeks in the first of three field placements (Trimester I), participating in a variety of activities four days each week. During the placement, candidates, under the careful guidance of cooperating teachers and university supervisors, plan and instruct small groups of children in a variety of teaching activities on a daily basis. Explicit instruction in word analysis, comprehension and vocabulary strategies is a focus area for the initial field experience. Supervision of candidates in field placements by cooperating teachers and university faculty occurs on a weekly basis and is part of the on-going evaluation process. Supervision follows the clinical supervision model and consists of:

1.) a scheduled observation of a lesson in one of the areas of focus for the trimester
2.) a brief pre-conference
3.) a review of a detailed lesson plan prior to a formal, written observation and,
4.) a follow up post-conference to evaluate performance and determine candidate goals for future lessons

Cooperating teachers often participate in the follow up conferences with candidates and supervisors. Students self reflect after each lesson taught and are responsible for submitting three formal self-critiqued lesson plans in Trimester I. Candidates move from individual assignments and teaching episodes to comprehensive, synthesis assignments in both course work and field placements over the course of the year.

A week of comprehensive, day-long seminars occurs between the first and second Trimesters. Following this week, candidates are assigned to another classroom at a different grade level in a new school setting, again with carefully selected cooperating teachers. Following the eleven week second placement (Trimester II) during which candidates spend four and a half days each week with ever increasing instructional responsibilities, candidates participate in an additional week of seminars before completing a third and final field placement (Trimester III). Candidates conclude the year of professional preparation in a ten-week placement during which they gradually assume the responsibility for all planning, teaching, assessing, and management for up to three weeks. They assist the cooperating teacher with end of the year assessments and close of school tasks.

During the year of professional preparation, all candidates are assigned to three different grade levels. One must be in a kindergarten and/or first grade and at least one must be in a classroom where there is a significant number of students acquiring English and with a cooperating teacher who holds a CLAD credential or the equivalent. Seminar discussions, assignments, and readings are tied closely to field experiences, as CSU,C faculty members who teach course work also supervise candidates during the year in various classroom settings, activities and planning sessions.
**Evidence to Support Narrative Response to Standards 1-19**

**Category**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Tab Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Cards</td>
<td>1</td>
</tr>
<tr>
<td>Fall Assignment List</td>
<td>1A</td>
</tr>
<tr>
<td>Reading List</td>
<td>1B</td>
</tr>
<tr>
<td>Summer Reading Packet</td>
<td>1B</td>
</tr>
<tr>
<td>Lesson Critique</td>
<td>2</td>
</tr>
<tr>
<td>Philosophy</td>
<td>2A</td>
</tr>
<tr>
<td>Video Critique</td>
<td>3</td>
</tr>
<tr>
<td>Parent Conferences</td>
<td>4</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Case Study</td>
<td>6</td>
</tr>
<tr>
<td>Lang. Arts Assessments (T of C.)</td>
<td>6A</td>
</tr>
<tr>
<td>Sample of Assessment</td>
<td>6B</td>
</tr>
<tr>
<td>Journal Entry (El)</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Plan Format</td>
<td>8</td>
</tr>
<tr>
<td>Daily Reflection Journal</td>
<td>9</td>
</tr>
<tr>
<td>Guidelines for Observations (Read. Prgms)</td>
<td>10</td>
</tr>
<tr>
<td>RICA Binder (T of C)</td>
<td>10A</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>11</td>
</tr>
<tr>
<td>Phonics Test</td>
<td>12</td>
</tr>
<tr>
<td>Phonics (check yourself)</td>
<td>12A</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>13</td>
</tr>
<tr>
<td>Defining the Reading Process</td>
<td>14</td>
</tr>
<tr>
<td>Evaluating Literature</td>
<td>14A</td>
</tr>
<tr>
<td>Creating Rubrics</td>
<td>14B</td>
</tr>
<tr>
<td>Management Plan</td>
<td>15</td>
</tr>
<tr>
<td>Spring Assignment List</td>
<td>15A</td>
</tr>
<tr>
<td>Reading/language Arts Plan</td>
<td>16</td>
</tr>
<tr>
<td>Solo Teaching Reflection</td>
<td>17</td>
</tr>
<tr>
<td>Solo Teaching Reflection</td>
<td>17a</td>
</tr>
<tr>
<td>Units of Instruction</td>
<td>18</td>
</tr>
<tr>
<td>Video Critique</td>
<td>19</td>
</tr>
<tr>
<td>Portfolio (Contents)</td>
<td>20</td>
</tr>
</tbody>
</table>
Standards of Quality and Effectiveness for Professional Teacher Preparation Programs

Assignments (continued):

Portfolio (Final Review) 20A
Portfolio (Review Questions) 21
Instructional Strategies 21A
Technology 22

Assessment:

Formative Assessment Form 23
Pedagogical Assessment Form 23A
Summative Assessment Form 24
Self Assessment Form (Trimester Final) 25
Self Assessment Form (Midway) 26
Portfolio Assessment 26A

Program Documents:

Trimester Goal Sheets 1, 11,111 27
Tri Placement Program Survey 27A
Cooperating Teacher Application 27B
Survey Results 27C
Orientation Agenda 27D
CT Self Evaluation Form 27E

Syllabi

EDTE 229A 28
EDTE 229B/G 29
EDTE 229G(math) 29A
EDTE 229G(social studies agenda) 29B
EDTE 229C 30
EDTE 229D 31
EDTE 229F/S 32
EDTE 229E 33
Supervision Workshop 34
EDUC 102 35
SOC SCI 102 36
SOC SCI 103 37
PSYCH 041/141 38
ENGL 121 39
ENGL 232 40
PSYCH 214 41
HCSV 260 42
PSYCH 202 43
SPED 143 44
EDTE 289C 45
Syllabi (continued)
MA TH 50A 46
MATH 50B 47
PHED 260 47A

READINGS:
EDTE 229D Reading 48
EDUC 102 49
Tompkins 50
Kennedy and Tipps 51
Ashlock 52
Gunter 53
Assigned Articles (EDTE 229C) 54
Moats 55
Wainwright 56
Multicultural Lit List 57
Self Paced Phonics 58
Charles 59
Heilman 60
Cain 61
Category A
Program Design, Governance, and Qualities

Program Standard 1: Program Design

The professional teacher preparation program and its prerequisites include a purposeful, developmentally designed sequence of course work and field experiences that effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling. The sequenced design of the program is based on a clearly stated rationale that has a sound theoretical and scholarly foundation anchored to the knowledge base of teacher education. By design, the program provides extensive opportunities for candidates to (a) learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials; and to assess student progress and to apply these understandings in teaching K-12 students; (b) know and understand the foundations of education and the functions of schools in society; and (c) develop pedagogical competence as defined by the Teaching Performance Expectations (TPE). A teaching performance assessment that fairly, validly and reliably assesses the TPE is embedded by design in the program.

Response:

The Tri-Placement Program (TPP) is one of three program components in the Department of Professional Studies in Education (PSED) at California State University, Chico (CSU,C) through which candidates may earn a Preliminary Level I Teaching Credential. In order to understand thoroughly how this program effectively prepares candidates to teach in classrooms with diverse sets of learners, it is important to understand the unique structure, design, and philosophy of this particular program. Candidates who earn a Level I Multiple Subject (MS) credential by participating in the Tri-Placement Program component experience an in-depth, comprehensive year of student teaching and course work during which they simulate, as closely as possible, a year of teaching in the public schools. Working with a variety of students from varying linguistic, cultural, and socio-economic backgrounds, candidates become familiar with the many roles and responsibilities involved in managing a classroom on a daily, weekly, and eventually year-long basis. Over the course of the year, candidates work with three different cooperating teachers in the daily planning, teaching, management, and assessment of students at various grade levels in elementary schools in two local school districts. The larger of these is Chico Unified School District (CUSD). The smaller, Durham Unified School District (DUSD), is located in a rural community six miles south of the larger, more urban community of Chico.

Following the model of a professional development school, candidates in the program “apprentice” with cooperating teachers during the year of professional preparation. This involvement requires full participation in the classroom at least five mornings and three afternoons each week so that candidates experience all aspects of lesson planning, teaching, room arrangement, materials organization, assessment procedures, and management of instruction, routines and behavior. Candidates experience yard duty, parent conferences, staff meetings, planning sessions, a variety of testing procedures, staff in-services, open house, back to school night, field trips, environmental camps, and so on. As they become part of three different instructional teams in carefully selected field placements over the course of the year, candidates learn first hand about school culture by
full immersion in the various roles assumed by classroom teachers.

During one full academic year, which begins in mid-August and ends the following May/June, approximately twenty to thirty candidates work together as a cohort in weekly seminars, field placements, and study groups with three CSU,C faculty members who co-lead the program, teach the course work, and supervise candidates in each of the three field placements. [Table 5, p. 6a] Course instruction is augmented by the participation of several cooperating teachers and a bilingual program faculty member each of whom has extensive knowledge and expertise with various topics, such as writer’s and reader’s workshops, math education, organizing and managing literacy centers, assessment and instructional strategies for use with English learners, general assessment techniques, science, fine arts, and developing units of instruction. These teachers are valued as colleagues for their knowledge, skill, and excellence in the classrooms in which candidates often are placed. Their seminars are integrated with regular course content and, as adjunct faculty members, they are paid an honorarium for each instructional session.

One week prior to the university semester start-up, candidates meet on the CSU,C campus for seminars in lesson planning, instruction and management strategies, diagnostic techniques, literacy development, the ethical aspects of the teaching profession, and cohort team-building experiences. [Program Documents, Tab 27D] Candidates begin the public school year in the classrooms of carefully selected cooperating teachers with whom they have been assigned for the first of three field placements. Candidates participate in all traditional opening of school activities, including organizing the classroom for instruction, preparing materials, and assessing children’s language, writing, and math abilities. Candidates remain for ten weeks in the first of three field placements (Trimester I), participating in a variety of activities five mornings and three afternoons each week. During this initial placement, candidates, under the careful guidance of cooperating teachers and university supervisors, plan and instruct daily lessons based on the California content standards with small groups of children. Explicit instruction in word analysis, comprehension, and vocabulary strategies is a focus area for the initial field experience. Supervision of candidates in field placements by cooperating teachers and university faculty members occurs on a daily and weekly basis and is part of the ongoing evaluation and feedback process. Supervision follows the clinical supervision model and consists of:

I. a scheduled observation of a lesson in one of the areas of focus for the trimester,
II. a brief pre-conference, including review of the detailed lesson plan
III. an observation of the lesson with written feedback to candidates, and
IV. a follow up conference to evaluate performance and determine candidate goals for future lessons.

Cooperating teachers often participate in follow up conferences with candidates and supervisors to evaluate lessons, critique candidate performance, and set future professional goals. Candidates self-reflect after each lesson and are responsible for submitting three formal self-critiqued lesson plans in Trimester I. [Assignments, Tab 2]

Two weeks of comprehensive, day-long seminars occur in December, during which candidates debrief and reflect on their Trimester I experiences and new understandings. They learn to use and apply a variety of assessment tools and strategies, and begin to assess selected, at-risk students for a comprehensive case-study assignment. [Assignments, Tab 6] Following the December seminars and winter break, candidates return to their newly assigned second placements in public school classrooms at different grade levels and schools, again with cooperating teachers carefully selected according to the candidates’ needs. Following this eleven-week second placement (Trimester II) during which candidates spend five mornings and four afternoons each week with ever increasing instructional responsibilities, they participate in an additional week of seminars before
completing the third, and final, field placement (Trimester III). [Table 2, p. 5] Candidates conclude the year of professional preparation in a ten-week placement during which they rapidly assume the responsibility for all planning, teaching, assessing, and management for up to three weeks. They assist the cooperating teacher with such end-of-the-year assessments as report card grading, student class placement for the subsequent school year, and closing school tasks and activities.

During the year of professional preparation, all candidates experience three different grade levels, one of which must be a kindergarten or first grade. Seminar discussions, course assignments, and readings are tied closely to field experiences since the CSU,C faculty members who teach the course work also supervise the candidates throughout the academic year.

CSU,C faculty members, Margaret H. Mow, Ed.D., Carolynn L. Reynolds, Ph.D., and Rebecca Justeson, M.A. who share the leadership of the Tri-Placement Program and who have worked together for many years, subscribe to a clinical supervision model that suggests learning to teach is best accomplished with careful supervision in the context of authentic classroom settings. Candidates are mentored by faculty members in field placements, weekly seminars, through interactive journals kept daily by candidates, and in phone conferences and emails on a routine basis. They also are mentored by their cooperating teachers with whom candidates work closely throughout the year often establishing unusually close bonds. All three faculty members regularly use email for ongoing communication and dialogue with all candidates. Graduates of the program frequently act as models, guides, and supporters of current program candidates. In fact, there are, at any time, between twelve and fifteen graduates of the Tri-Placement Program who participate as cooperating teachers and/or seminar instructors. In May of each year, a panel of recent graduates who currently are teaching in their own classrooms participates in a seminar session to share insights, knowledge, practical tips, experiences, and resources to assist current candidates as they prepare for their first year of professional teaching.

As stated previously, the Tri-Placement Program is one of three program components in the Department of Professional Studies in Education (PSED) through which candidates may earn a Preliminary Level I Teaching Credential. The theoretical course work is integrated closely with concurrent practica in at least twelve public schools in two local school districts in the Chico area. During the course of the year, candidates gradually increase their daily classroom duties and responsibilities to match those expected of full time beginning teachers.

The concept and structure of the Tri-Placement Program have been shaped over the past thirty years to conform to the letter and spirit of the new guidelines issued by the California Commission on Teacher Credentialing (CCTC). This evolution reflects the research-based principles and practices for effective teaching. The controlling objective is to develop, with reasonable economy of time and within the resources available, those attitudes and competencies shown by research and experience to be demonstrated by successful and effective classroom teachers. (Darling-Hammond, 2000, 2001; Holmes, 1986; Goodlad, 1990; Levine, 1988) Changes made in the program’s courses, syllabi, evaluation documents, and course assignments reflect the recommendations set forth in the Standards of Quality and Effectiveness for Professional Preparation Programs (2001). These Quality Standards are based on the research in teacher education and are cited throughout this document. The Teacher Performance Expectations (TPE) have been carefully considered, analyzed, and embedded in all course syllabi, assignments, and evaluation documents. Using the TPE as a guide, candidates demonstrate pedagogical competence as they gradually increase their teaching responsibilities in the classroom over the course of one academic year. The final summative assessment document
[Assessment, Tab 24] was developed and has been modified with significant input from our partners in the field, field-tested with candidates during prior academic years, and subsequently revised with additional input from cooperating teachers and student teachers.

On two occasions, the TPP earned the Quality of Education Award from the California Council on Teacher Education (1988 and 1999). Additionally, the program was acknowledged as one of the “High Quality Teacher Education Programs in California” and described in an article by Darling-Hammond in the Teacher Education Quarterly (Fall, 2001) in which she chronicled programs and policies illustrative of the principles of effective teacher preparation. Common features of programs that effectively prepare teachers, who are successful at teaching diverse learners, include: a common, clear vision of good teaching, well-defined standards of practice and performance, a rigorous core curriculum, candidates engaged in reflection and inquiry, extensive use of problem-based methods, intensely supervised, extended clinical experiences (at least 30 weeks), and strong relationships with reform-minded local schools.

To be considered for entry into the TPP, candidates must have taken the CBEST, completed a bachelors degree from an accredited institution, been successful in the intake screening, and passed the CSET. In addition to the prerequisites required by the office of the Chancellor of the California State University, State law, and campus requirements, all prospective candidates must take a carefully selected, developmental sequence of prerequisite course work that provides a sound theoretical basis upon which students are able to develop, refine, and expand their teaching skills and competencies. Candidates for the Tri-Placement Program also are required to take two additional courses* unique to the Department of Professional Studies in Education. Undergraduate prerequisites are included on Table 1 [page 4a]
Table 1 lists the required coursework taken prior to entry into the **Tri-Placement** Multiple Subject Professional Preparation Program (TTP). The top section of the table contains courses required for all credential candidates. These courses are part of the Liberal Studies Major and the asterisked courses are waived by the Multiple Subject Assessment for Teachers Test (MSAT). In the bottom section are specific prerequisites for TPP.

**TRI-PLACEMENT PROGRAM PREREQUISITE COURSES:**

<table>
<thead>
<tr>
<th>REQUIRED COURSES: ALL LIBERAL STUDIES STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 11</td>
</tr>
<tr>
<td>CSCI 10</td>
</tr>
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<td>EDUC 102</td>
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<td>ENGL 110*</td>
</tr>
<tr>
<td>ENGL 121</td>
</tr>
<tr>
<td>ENGL 232</td>
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</tr>
<tr>
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<td>PSY 214</td>
</tr>
<tr>
<td>PSY 202</td>
</tr>
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<td>PSY 41/141</td>
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**ADDITIONAL COURSES REQUIRED FOR TRI-PLACEMENT PROGRAM**

<p>| |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SPED 143</td>
</tr>
<tr>
<td>EDTE 289C</td>
</tr>
<tr>
<td>Overview of Special Education</td>
</tr>
<tr>
<td>Practicum in Multilingual/Multicultural Classroom Settings</td>
</tr>
</tbody>
</table>

* courses waived by passing MSAT

- **Forty-five hours** of field experience in a culturally and/or linguistically diverse classroom is required prior to program entry.
Structure of the Program

The **Tri-Placement Program** begins in mid-August for one week of comprehensive seminars prior to the beginning of the public school year. Candidates then are assigned to cooperating teachers in field placements.

**Field Placements:**

- **Trimester I**
  - August-October
  - M, T (a.m.), W (a.m.) Th, F

- **Trimester II**
  - November-February
  - M-F, except Wed p.m.
  - (no semester break)

- **Trimester III**
  - March-May/June
  - M-F, except Wed. p.m.

**Table 2**

**Course Work:**

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<th>Course Code</th>
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<tbody>
<tr>
<td>EDTE 229 A</td>
<td>Classroom Management and Instructional Strategies</td>
<td>(2)</td>
</tr>
<tr>
<td>EDTE 229 B</td>
<td>Curriculum Development and Instructional Strategies</td>
<td>(3)</td>
</tr>
<tr>
<td>EDTE 229 C</td>
<td>Reading/Language Arts</td>
<td>(3)</td>
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<tr>
<td>EDTE 229 D</td>
<td>Teaching English Language Learners: Literacy and Academic Access</td>
<td>(3)</td>
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<tr>
<td>EDTE 229 E</td>
<td>Teaching in Inclusive Settings: Preparing to Teach Special Populations in the General Education Setting</td>
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<tr>
<td>EDTE 229G</td>
<td>Integrated Curriculum Development and Assessment</td>
<td>(6)</td>
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<tr>
<td>EDTE 229 F</td>
<td><strong>Field Experience</strong></td>
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<tr>
<td>EDTE 229 S</td>
<td><strong>Student Teaching</strong></td>
<td>(9)</td>
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[For Course Descriptions see Program Documents, “Cooperating Teacher Handbook”, pp.17-31]
### Seminar (course work*) schedule

<table>
<thead>
<tr>
<th></th>
<th>EDTE 229 A (intro)</th>
<th>M-F 8:30-4:30</th>
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<tr>
<td>August</td>
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<table>
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<td>EDTE 229 B</td>
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<tr>
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<td></td>
<td>EDTE 229 D</td>
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***Two weeks of seminars in December just prior to public school winter break  
(Candidates are not in regular field placements during this time)**

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<tbody>
<tr>
<td>January</td>
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Candidates remain in Trimester II field placements during the January intersession

<table>
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<th></th>
<th>EDTE 229 G</th>
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<tbody>
<tr>
<td>February-May</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Day long seminars are held between Trimesters II & III**

Table 3
Guiding Principles of the Program:

The faculty associated with the Tri-Placement Program believe candidate competencies, skills, and abilities will be facilitated by:

- lengthening the contact period of candidates with students in the public school setting; student teaching which takes place throughout the entire academic year, affording candidates a complete range of experiences and immersion in the school culture.
- providing candidates with opportunities to work with more than one cooperating teacher and in at least three different grade level classrooms (one of which must be a kindergarten or first grade where beginning reading is taught).
- facilitating candidates’ frequent and substantive contact with school-aged students early in the program in authentic settings.
- providing a collegially developed program that has been developed and revised continually and cooperatively by all participants including school district personnel, university faculty, and candidates.
- providing candidates opportunities to apply theory immediately and continually in practice with regular written and verbal feedback from university supervisors and cooperating teachers.
- fostering supportive and developmental, rather than judgmental, relationships between candidates, instructors, and supervisors.
- having candidates participate as a cohort for an entire academic year.
- teaching and requiring candidates to reflect daily on their classroom experiences, questions, and developing understandings of the teaching/learning process.

These and all the principles guiding practice and driving instruction are based on the extensive literature in teacher education. This knowledge-based practice drives the kinds and types of experiences candidates in the Tri-Placement Program encounter during their professional preparation.

Program Elements for Standard 1:

1(a) The design of the program and the selection of prerequisites are clearly grounded in a well-reasoned rationale, which draws on sound scholarship and theory anchored to the knowledge base of teacher education, are articulated clearly, and are evident in the delivery of the program’s course work.

Based on well documented research (Darling-Hammond, 1994, 1995, 1998, 2000; Holmes, 1986; Goodlad, 1990; Levine, 1988; Uptis, 1999; Wise & Leibbrand, 2000; Cobbs, 2001) and considering the changing demographics in California over the past thirty years, the design of the Tri-Placement Program and selection of prerequisite course work have been carefully crafted to provide a wide range of experiences for candidates participating in the program. To build knowledge, skills, and abilities to teach and manage successfully a classroom of diverse learners, candidates enroll in a series of sequenced prerequisite course work that builds a solid foundation for further professional development. [Table 1, p. 4a] Candidates acquire an understanding of linguistic principles, learn how to modify curriculum to meet the needs of English learners, apply child and adolescent developmental learning theories and develop an understanding of cultural awareness as it may impact student performance in the classroom. Additionally, candidates are required to enroll in a course SPED 143 in which issues, rights, responsibilities for working with special populations are explored. The introductory course is augmented during the professional
preparation year by a Mainstreaming course (EDTE 299E) that builds on the principles, strategies, and concepts learned in SPED 143. [Syllabi, Tabs 32, 43]

An additional prerequisite course, required for all candidates entering the program, is EDTE 289C. Organized around the six California Standards for the Teaching Profession (CSTP 7/97), the course provides an overview of what is expected of beginning teachers who enter the teaching profession with a Level I Teaching Credential. Prospective candidates enroll in the course in one of the two semesters prior to entering the program and begin to function as a cohort during course activities, assignments, field experiences, and discussions. The cohort formation plays a vital role in the preparation of new teachers in the Tri-Placement Program. Through the course work and field experiences, prospective candidates learn about ethical considerations related to the teaching profession, how to assess and work with English learners at various developmental levels, and how to modify lessons for children with special needs. They develop lesson plans and learn about the California Frameworks, content standards, and influential behavior theorists. They share ideas, research, insights, and resources as they work together in study groups, field experiences, class activities, and discussions.

Additionally, as part of the course requirement, prospective candidates are paired with and placed in the classrooms of candidates currently enrolled in the Tri-Placement Program. Current program candidates serve as mentors and role models for the prospective candidates, and thus come to recognize the degree of their own professional growth and development. Cooperating teachers serve as guides for candidates both before program entry and during the professional preparation year. The early field experience required in EDTE 289C serves as a screening opportunity for teachers to view potential candidates while providing candidates with additional classroom experiences. During the EDTE 289C course and the accompanying field experiences, prospective candidates increase understandings of contemporary school culture and program expectations. Tri-Placement Program faculty members have been involved in the initial proposal, development, instruction, and revision of this course since its inception in 1996 and continue to build the bridge for prospective candidates into the professional preparation year. [Syllabi, Tab 44]

1(b) In the program and its prerequisites, course work and field work are designed and sequenced to reflect principles of teacher development, and to address the emerging, developing needs of prospective classroom teachers enrolled in the program. The program design is informed by adult learning theory and research.

Program faculty members are aware of and guided by the abundance of research on Adult Learning Theory (Cross, 1981; Brookfield, 1986; Knowles, 1970; Merriam & Caffarella 1991; Stenback, 1993; Ausubel, 1978; Zemke, 1984). The design of the program includes problem-based and experience-centered learning opportunities for candidates to acquire, develop and refine teaching skills and competencies. Collaboration and cooperation, initiated during EDTE 289C experiences and activities, are fostered during the professional preparation year as candidates work together in seminars, study sessions, on school sites, and in planning sessions with colleagues. Effective learning is collaborative and social, not competitive and isolated. Candidates function, during the year of professional preparation, as a cohort simulating the expected roles and functions of elementary school faculty members.

Acting on the theory that learning is best accomplished in an atmosphere that is non-threatening and supportive of experimentation and in which different learning styles are recognized and respected, the philosophy and design of the Tri-Placement Program encourage candidates to take risks and demonstrate initiative as they become decision makers in the classroom. Questions are encouraged, supported, and required as
candidates explore the many facets and complexities of the teaching/learning process and acquire the skills and competencies necessary to guide the learning experiences of a diverse set of learners.

Opportunities for ongoing reflection and self-evaluation are built into all aspects of the program. Leadership skills are fostered and encouraged as candidates gradually increase their experience, participation, and responsibilities over the course of one academic year in three field placements. Course assignments and seminar information/discussions are tied to classroom experiences to enable candidates to make meaningful and relevant connections between theory and practice. High standards, clear expectations, and commitment to professional development are modeled and required of all candidates participating in the program. Learning to teach is a personal journey that is best accomplished with careful guidance and support from a variety of mentors. The skills, interests, experiences, and learning styles of candidates are considered carefully in selecting relevant field placements for candidates.

Candidates who seek to earn their credentials through the TPP do so because of their dedication to excellence, high standards, and the recognition that learning is a means to an end, not just an end in itself. They also adhere to the concept that they learn best by engaging in authentic experiences to develop and refine their understandings and skills. Communication between and among university faculty, cooperating teachers, and candidates is frequent and substantive. Prompt feedback, respect for diverse talents, and active learning are valued as part of the process of developing highly effective beginning professionals who understand and have the abilities to work with diversity in a variety of settings.

Over the course of the academic year as skills and competencies are practiced and developed, candidates in the Tri-Placement Program gradually increase participation and add to their teaching responsibilities in field placements. [Program Documents: Goal sheets Trimesters I-III, Tab 27; See Table 5] Because they are placed in classrooms with cooperating teachers prior to the start of school, they experience all aspects of opening and beginning a school year, including assessments, organizing the physical arrangement, setting behavior standards and expectations, establishing routines, and organizing curriculum and materials for instruction. Candidates shadow their cooperating teachers in all aspects of teaching in the initial observation/participation phase of field placement (trimester I). They work with small groups, individuals, and the class as a whole five mornings and three afternoons each week through October. Responsibilities increase toward the end of the trimester when candidates are required to assume the planning for, management of, and instruction in the classroom for one to three days. Candidates are aided in their professional growth and development by ongoing, systematic feedback and support from cooperating teachers and supervisors. Course work in the first trimester is designed to build knowledge of classroom management, reading and writing skills and strategies, organizing for instruction, and assessment procedures.

Candidates’ responsibilities increase during Trimester II as they become more involved in classroom instruction and as their skills and knowledge about the teaching/learning process expand. Candidates move from teaching individual lessons to teaching units of instruction and eventually to assuming the leadership role for one full week. Course work, related to
Chico-Durham Tri-Placement Program Tentative Trimester Organization

The following is a tentative organization for the Chico-Durham Tri-Placement Program for the 2002-2003 Academic Year. At the beginning of the second and third trimesters more specific seminar topic/assignment information will be distributed.

**Trimester I - (August 12-October 25, 2002)**

Students are in seminars on Tuesday afternoons (1:00-5:00) in September and October for the CLAD coursework and on Wednesday afternoons (1:00-5:00) throughout the trimester for literacy, management, and curriculum seminars. There will be occasional Friday afternoon technology seminars as well.

**Focus:** Basic management and instructional strategies; lesson planning; reading/language arts/phonics; diagnosis/assessment; classroom management; ethics; curriculum and instruction; classroom organization; multicultural perspectives; literacy development; math.

**Seminars: October 28-31, 2002**

**Trimester II - PART A (November 4, 2002-November 27, 2002)**

Students are in seminars on Wednesday afternoons and occasional Friday afternoons for technology instruction.

**Seminars: December 2-17, 2002**

This 3-week period between the Thanksgiving and winter breaks will be used for our regular seminars as well as RICA preparation, technology preparation, and unit planning information.

**Trimester II - PART B (January 6, 2003-February 28, 2003)**

Seminars are on Wednesday afternoons from 1:00-5:00

**Focus:** Unit planning; instructional strategies; classroom management; reading/language arts; mainstreaming; curriculum and instruction in math, science, fine arts, and social studies.

**NOTE:** The RICA exam is given the second weekend in February; Career Fairs and job search activities and interviews often begin at the end of February.

**Seminars: March 3-5, 2003**

**Trimester III**

(March 10-May 29, 2003 CUSD-Conventional Calendar)

(March 10-June 5, 2003 Durham)

(March 10-March 28 and April 28-June 6, 2003 CUSD YRE)

Seminars continue on Wednesday afternoons from 1:00-5:00 through mid-May.

Assignment to CUSD Year Round blue track will involve a 3-week "hiatus" during which students may negotiate special assignments/experiences or other options.

**Focus:** Curriculum and instruction; classroom management; mainstreaming; instructional strategies; unit planning; technology; assessment/grading; job search; interview skills; organizing for the first year of teaching.

**Note:** Portfolio review sessions will be scheduled during the final weeks in May

Table 5
unit development, differentiated instructional strategies, and multitasking is tied to the developing knowledge base and skills of candidates.

The final trimester (Trimester III) affords candidates opportunities to synthesize all that they have experienced and learned about classroom management and environments, teaching and assessing, unit design and curriculum development as they assume the leadership role for at least three weeks in field placements. The required course assignments reflect candidates’ new understandings about managing a classroom, planning and designing instruction in all content areas, and serving as the instructional leader. **[Assignments & Program Documents: Goal Sheets Tri I-III, Tab 27]**

1(c) Throughout the program, course work and field experiences are interrelated to form a cohesive set of learning experiences for each teacher candidate. Each candidate gains a clear understanding of the realities of California public education.

Because candidates in the **Tri-Placement Program** begin course work one to two weeks prior to the start of the university calendar to experience the opening of school and are assigned in field placements for the full academic year through the close of school, they gain a very concrete understanding about the realities of public education. Because they shadow their cooperating teachers for all curricular, co-curricular, and extra-curricular duties, candidates see and experience the full range of duties and responsibilities of a classroom teacher in California’s public schools. All course work is designed carefully to ensure that candidates gain the knowledge and skills necessary to participate fully in field placements and eventually their own classrooms. The course work and field experiences are integrated completely to form a cohesive set of learning opportunities for candidates. Immersion in school culture on a daily basis serves to build an understanding of the demands involved in teaching and managing a classroom with diverse learning needs. **[Calendars]**

1(d) In conjunction with the subject matter requirement for the teaching credential, each candidate in the program understands the state-adopted academic content standards for students. The candidate learns how to teach the content of the standards to all students, use state-adopted instructional materials, assess student progress in relation to scope and sequence of the standards and apply these understandings in teaching K-12 students. Beginning in **EDTE 289C [Syllabi, Tab 44]**, in which all candidates entering the **Tri-Placement Program** are required to enroll, discussions, research, and overviews focus on the California content standards. Prospective candidates learn about the role that California content standards play in curriculum design and are responsible for analyzing specific California state adopted subject matter frameworks and content standards. Experience with the frameworks and standards continues in the professional preparation year as candidates learn to plan lessons based on the California content standards appropriate to the specific grade levels in which they are assigned. They are required to include the standards addressed in lesson plans available for cooperating teachers and submitted to university supervisors. Additionally, candidates are required to purchase packets containing local district grade level content standards. **[Assignment, Tab 8]** The content standard packets are kept with plan books as candidates plan and design lessons for students in their field placements.

Discussions in weekly seminars in the first few months of the program focus on developing assessments based on the content standards and are included in lessons taught by candidates.
## Teaching Performance Expectations Aligned with Coursework

<table>
<thead>
<tr>
<th>Teaching Performance Expectations (TPE)</th>
<th>COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TPE 1: Specific Pedagogical Skills for Subject Matter Instruction</strong></td>
<td>EDTE 229A: Instruction &amp; Management</td>
</tr>
<tr>
<td>▟ Teaching Reading Language Arts for Multiple Subject Assignment</td>
<td>EDTE 229B: Curriculum Design</td>
</tr>
<tr>
<td>▟ Teaching Mathematics</td>
<td>EDTE 229C: Reading/Language Arts</td>
</tr>
<tr>
<td>▟ Teaching Science</td>
<td>EDTE 229D: Issues in Literacy Development</td>
</tr>
<tr>
<td>▟ Teaching History Social Science</td>
<td>EDTE 229G: Interdisciplinary Instruction, Management &amp; Assessment</td>
</tr>
<tr>
<td><strong>TPE 2: Monitoring Student Learning During Instruction</strong></td>
<td>EDTE 229A</td>
</tr>
<tr>
<td></td>
<td>EDTE 229B</td>
</tr>
<tr>
<td><strong>TPE 3: Interpretation and Use of Assessments</strong></td>
<td>EDTE 229A</td>
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<tr>
<td></td>
<td>EDTE 229C</td>
</tr>
<tr>
<td></td>
<td>EDTE 229D</td>
</tr>
<tr>
<td><strong>TPE 4: Making Content Accessible</strong></td>
<td>EDTE 229B, C, D, G</td>
</tr>
<tr>
<td><strong>TPE 5: Student Engagement</strong></td>
<td>EDTE 229A</td>
</tr>
<tr>
<td></td>
<td>EDTE 229D</td>
</tr>
<tr>
<td></td>
<td>EDTE 229F/S</td>
</tr>
<tr>
<td><strong>TPE 6: Developmentally Appropriate Teaching Practices</strong></td>
<td>EDTE 229A-D. G</td>
</tr>
<tr>
<td></td>
<td>EDTE 289C</td>
</tr>
<tr>
<td><strong>TPE 7: Teaching English Language Learners</strong></td>
<td>EDTE 229D</td>
</tr>
<tr>
<td></td>
<td>EDTE 229A-C, G</td>
</tr>
<tr>
<td><strong>TPE 8: Learning about Students</strong></td>
<td>EDTE 229D</td>
</tr>
<tr>
<td></td>
<td>EDTE 229 A-C, E,G</td>
</tr>
<tr>
<td></td>
<td>EDTE 229F/S</td>
</tr>
<tr>
<td><strong>TPE 9: Instructional Planning</strong></td>
<td>EDTE 289C</td>
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<tr>
<td></td>
<td>EDTE 229A, B, D,E,G</td>
</tr>
<tr>
<td><strong>TPE 10: Instructional Time</strong></td>
<td>EDTE 229A</td>
</tr>
<tr>
<td></td>
<td>EDTE 229 B/G</td>
</tr>
<tr>
<td><strong>TPE 11: Social Environment</strong></td>
<td>EDTE 229A</td>
</tr>
<tr>
<td><strong>TPE 12: Professional, Legal and Ethical Obligations</strong></td>
<td>EDTE 289C</td>
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<tr>
<td></td>
<td>EDTE 229A</td>
</tr>
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<td><strong>TPE 13: Professional Growth</strong></td>
<td>EDTE 229A-C,G</td>
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Table 4
(e) Course work and field experiences utilize a variety of strategies for professional instruction and provide multiple opportunities for candidates to learn and practice the Teaching Performance Expectations in Appendix A.

Because the Teaching Performance Expectations (TPE) are closely aligned with the California Standards for the Teaching Profession (CSTP), candidates become familiar with the language included in each since the prerequisite course, EDTE 289C, is designed around the CSTP. (Syllabi, Tab 44)

Candidates are introduced to the TPE in a class reading packet, which they are required to read during the summer prior to program entry. [Assignment, Tab 1B] All TPP syllabi and course work assignments include (and are coded with) the appropriate Teaching Performance Expectations (TPE), which permits candidates to understand the competencies that are fostered during each course and with each assignment. [Assignment: Examples Tabs 2, 3; TABLE 4, p. 11a] Beginning in August (prior to placement at field sites), ongoing discussions focus on the performance expectations required to demonstrate teaching proficiency. Assessment forms used formatively and summatively by cooperating teachers to assess candidates’ growth and progress are organized around the TPE. [Assessment, Tabs 23, 24]

(f) By design, course work and field work comprehensively assist candidates in preparing for an embedded teaching performance assessment (TPA). Candidates are provided opportunities to practice tasks similar to those found in the teaching performance assessment.

Because experiences of candidates in the TPP are field-based, numerous opportunities exist to demonstrate skills and competencies in authentic settings during the three classroom placements. Built into each placement is a requirement for candidates to videotape themselves and develop a written critique of their performance. [Assignment, Tabs 3, 19] Additionally, candidates must submit written critiques of three lesson plans during Trimester I. [Assignment, Tab 2] During EDTE 229C, in addition to the in-depth seminar discussions, assigned readings, and case study, candidates are given a variety of practice exams which are evaluated by program faculty to ensure successful performance on the RICA. Because candidates teach reading on a daily basis in field placements, they gain a great deal of experience applying the theoretical principles about teaching reading in actual classroom settings with a diverse set of learners.

(g) The program design includes planned processes for the comprehensive assessment of individual candidates on all competencies addressed in the program. Criteria are established for individual candidate competency, and a clear definition of satisfactory completion of the professional teacher preparation program is established and utilized to make individual recommendations for the preliminary teaching credential.

In close collaboration with the advisory committee, TPP faculty developed Formative and Summative Assessment forms to evaluate candidate competencies in each of the Teaching Performance Expectation (TPE) categories and to provide guidelines for ongoing skill development. Used in each of the field placements, candidates must receive by the end evaluation, a minimum of 1.5 in Trimester I, 2.5 in Trimester 2, and a 3 in Trimester 3 on the Assessment forms. [Assessment, Tabs 23, 24]

It was also determined that in order to be fully qualified for program completion and recommended to the California Commission on Teacher Credentialing (CCTC) for a Preliminary Level I Teaching Credential, all candidates must satisfy successfully the...
following requirements:

I. earn a passing score on the Reading Instruction Competency Assessment (RICA)

II. complete a comprehensive one-hour portfolio review with program faculty at the end of Trimester III

III. develop comprehensive synthesis papers called Signature Assessments:
   a.) describing a comprehensive classroom management plan, b.) outlining a Reading/Language Arts program for a selected grade level, c.) teaching and analyzing a SIOP lesson, and d.) designing, teaching, and evaluating a comprehensive, integrated unit of instruction

IV. solo teach for at least a three week period in Trimester III with written critiques of experience and performance

V. maintain the appropriate GPA

Candidates are informed orally and in writing that they must maintain a minimum of a B average in all course work to be recommended for a credential. [Syllabi, Tab 29 p.3] Candidates who receive less than the minimum on assignments must rework and resubmit the assignments. Ongoing evaluation by cooperating teachers on the mid-way assessment forms and daily and weekly written feedback by cooperating teachers and supervisors apprise candidates of progress toward the final TPA. [Assessment, Tab 23, 24]

The final portfolio developed by each candidate is organized around the Categories for the Teaching Performance Expectation (TPE). It includes evidence of candidate growth and professional development throughout the professional preparation year from each of the three field placements, course assignments, and a one-page synthesis statement describing candidates’ knowledge in each of the categories. The portfolio is presented to faculty members and public school colleagues during a comprehensive, individual one-hour exit interview in which candidates share accomplishments, understandings about the teaching/learning process, and identified future growth areas. [Assignment, Tabs 20, 20A, 21]
Program Standard 2: Collaboration in Governing the Program

Sponsors of the professional teacher preparation program establish collaborative partnerships that contribute substantively to the quality and effectiveness of the design and implementation of candidate preparation. Partnerships address significant aspects of professional preparation, and include collaboration between (a) subject matter preparation providers and pedagogical preparation providers; and (b) at least one four-year institution of post-secondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners’ well-defined roles, responsibilities and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation.

Response:

The School of Education within the College of Communication and Education is under the direction of Dean Phyllis Fernlund. Former Dean, Stephen W. King, was a member of the original SB 1422 Advisory Panel. Dean King was actively involved in the redesign of teacher education in the state of California. Additionally, Dr. James E. Richmond, Chair of the Department of Professional Studies in Education, was active as a member of the assessment task force of the SB 2042 Advisory Panel looking at the development of standards of program quality and effectiveness. Dr. Michael Kotar, former Chair of the Department of Education, and several faculty members within the School have, over the years, served on program review and accreditation teams.

In a reorganization of CSU, Chico teacher education services, former Dean King worked with the central administration on campus to move the office of the credentials analyst to Records where tracking and management of materials was easier. He also created the Educational Services Center (EDSC) as a clearinghouse to provide “one stop shopping” and coordination of information dissemination, Subject Matter Projects, and other Education related activities and services. As part of this reorganization, Dean King had a physical facility redesigned to house both the Liberal Studies office and the EDSC, thereby placing these two entities into closer proximity and facilitating even closer working relationships. Recently, the Liberal Studies program was moved into the College of Communication and Education under Dean Fernlund’s leadership.

The Director of Liberal Studies and the Credentials Analyst often attend meetings of the Program Coordinators. There are regular meetings of the Single Subject Advisors each semester attended by all Single Subject program directors, the two Department Chairs, and the Associate Dean. These meetings serve to maintain positive working relationships, address concerns, and introduce suggestions and improvements to both the subject matter and pedagogical programs.

The All University Responsibility for Teacher Education Council (AURTEC) is the official campus oversight body for all things related to teacher preparation at Chico. This group is chaired by Dean Fernlund and includes the Deans of all the other academic colleges, the office of the Provost, and often student, faculty, public school, and various program representatives.

Former Dean King was chair of the Chico Unified School District School Board for a lengthy period of time in the 1990’s. Dean Phyllis Fernlund continues the tradition of close relationships with the public schools through her contacts with the regional Superintendents of Schools, her work with various advisory boards, and her service on many committees. All the faculty in the School are working together in preparation for a combined NCATE and
CCTC accreditation review in 2007. The faculty in Special Education are active members of the various north state SELPA agencies, and the faculty in Bilingual Education serve on a variety of local and state advisory boards.

The contracts signed by districts and the university that govern placement of interns and student teachers are approved by agents of each and are on file for review in the Education Services Center (EDSC) office on the CSU,C campus. The specifics of roles, responsibilities, and relationships between university programs and schools or special education agencies are spelled out in the various program handbooks or documents also on file in the EDSC. In all cases, however, state law and legal agreements maintain precedence.

The costs of maintaining effective cooperation are shared in a number of ways. Federal and state grants provide particular support for Special Education and Bilingual Education programs. The Integrated Teacher Corps derives support from various departments on campus as faculty from academic areas teach and team with faculty from the Department of Education. Both Departments in the School of Education have a number of Professional Teachers-in-Residence who are supported by their home districts but who teach in School of Education professional preparation programs. Practicing teachers often provide service as guest speakers and adjunct faculty and are remunerated by state and grant monies. Advisory boards of teachers, administrators, and University faculty serve each of the various School of Education programs and represent a significant and important investment of both time and resources.

Program Elements for Standard 2:

2(a) In each partnership, collaboration includes purposeful, substantive dialogue in which the partners contribute to the structured design of the professional preparation program and monitor its implementation on a continuing basis. Collaborative dialogue effectively assists in the identification and resolution of program issues and candidate needs.

The Tri-Placement Program has been evolving over the past thirty years in close partnership with colleagues in schools in two local school districts. University faculty members participate weekly in public school classrooms supervising, conferencing, exchanging ideas, advising, and sharing ideas and strategies with cooperating teachers and student teachers. Consequently, substantive dialogue occurs regularly with partners. Ideas and suggestions from cooperating teachers often are incorporated into program design. The advisory committee for the TPP usually meets twice a year to discuss program design, make necessary and appropriate changes in evaluation forms, keep all partners updated on credential changes, and discuss recruitment, supervision, and other concerns. [See Advisory Board Documents] Cooperating teachers are viewed as equal partners in the preparation of candidates and serve to evaluate performance, guide candidate growth, enhance development, and encourage professional competence. Because potential candidates are placed in cooperating teachers’ classrooms as part of the requirement for the prerequisite course, EDTE 289C, for a minimum of 30 hours, cooperating teachers serve as partners in the screening and initial interview process of candidates entering the program. Three-way conferences among cooperating teachers, student teachers, and university supervisors held in each of the three field placements provide opportunities to share program, candidate, and cooperating teacher goals, assess candidate performance, and outline future growth areas. The information from a recent survey given to cooperating teachers is summarized on a chart. [Program Documents, Tab 27C] The results of the survey indicate that TPP partners in the field are well aware of program goals, range of experiences, and expectations of candidates and feel there is above average communication between program faculty and cooperating teachers. There is also
information on how to improve the program that will be incorporated as program goals and expectations are redesigned.

2(b) Collaborative partners establish working relationships, coordinate joint efforts, and rely on each other for contributions to program quality. In discussing program issues, partners value the multiple perspectives of the respective members, and they draw openly on members’ intellectual knowledge, professional expertise and practical skills.

By design, candidates spend the majority of each week in public school classrooms beginning prior to the opening of school and remaining through the end of the academic year. Thus, cooperating teachers act as collaborative partners, regularly promoting the professional growth of candidates on a daily basis. They share and model appropriate instructional strategies, techniques, materials, and curriculum development. The unique roles of cooperating teachers, university supervisors, and candidates are clearly delineated in the Cooperating Teacher Handbook given to each partner in the field and reinforced in conferences held regularly during each of the three different field placements. Several cooperating teachers with unique specialties share the delivery of course content in seminars throughout the year.

Cooperating teachers play an integral and key role in the professional preparation of candidates. They encourage, critique, and support candidates throughout the year. University faculty members are often part of planning sessions and in-services, and participate weekly in classrooms. Ideas, books, and resources are shared and exchanged during ongoing discussions. Cooperating teachers are highly valued as collaborative partners by university faculty.

In advisory committee meetings held twice each year, cooperating teachers representing the schools with which the TPP partners, provide valuable insight, recommend necessary program modifications, and assist in making changes in evaluation documents. [Assessment, Tabs 23, 24] These partners have been instrumental in assisting with the analysis of program efficacy documents and making recommendations in areas that need augmentation. [Program Documents: chart: Areas of Evaluation Tab 27C]

For the past six years, Dr. Margaret H. Mow has participated with the Tri-Placement Program as a Distinguished Teacher-in-Residence. Dr. Mow was a cooperating teacher for fifteen years in the Tri-Placement Program, and thus well aware of the alternative structure and design of the program before joining the faculty in the fall of 1998. During these past six years, she has been a key member of program design, course revisions, supervision and assessment of candidates, and has assisted in the delivery of course work. She currently serves as Coordinator for the TPP. Dr. Mow has been instrumental in creating and implementing the technology component of the Tri-Placement Program in which candidates receive additional instruction and/or review in power point, excel, website design, and advanced word processing and internet accessing skills. Her insights, recommendations, and input in planning sessions, seminars, and evaluation meetings have shaped the program to reflect current conditions in public school classrooms. Her connections with teachers in the field have served to solidify and augment our partnerships with cooperating teachers in many useful ways. She regularly makes arrangements for teachers from the field to share information, assessments, and strategies in seminars in fine arts, math, social studies, and science. She acts as an ongoing liaison between the public schools and the university. She makes presentations about the Tri-Placement Program requirements, structure, and unique program features in undergraduate classrooms on the CSU,C campus to keep faculty and prospective candidates updated on information, prerequisites, and requirements for program entry.
2(c) Partners collaborate in developing program policies and reviewing program practices pertaining to the recruitment, selection and advisement of candidates; development of curriculum; delivery of instruction; selection of field sites; design of field experiences; selection and preparation of cooperating teachers; and assessment and verification of teaching competence.

Potential candidates who elect to participate in this comprehensive professional preparation program are required to enroll in EDTE 289C prior to program entry. During this course, they are paired with a current TPP candidate, participate weekly in classrooms with cooperating teachers, and “shadow” current candidates. The opportunity to observe, converse with, and assess a potential candidate’s competency is part of the screening and selection process for entry into the TPP. Because the program partners consistently with the same cooperating teachers and administrators in the field, names of additional potential cooperating teachers or recruited candidates are often suggested to university faculty for consideration. In formal and informal sessions, cooperating teachers often suggest information, materials, strategies, and/or techniques for inclusion in seminar discussions and changes in program design, calendar, etc.

As stated previously, Dr. Mow, Distinguished-Teacher–in-Residence, assists in the delivery of all course work, supervision, and assessment of candidates’ performance in the field. Additionally, Katy Early, who is a sixth grade teacher in the Chico Unified School District, serves as an adjunct faculty member to teach portions of the math component for candidates. Two of Chico Unified School District’s science mentor-teachers conduct a two to three seminar series with candidates in the TPP to review the Science Framework, assist candidates in the development of units using the science strands, and discuss assessment procedures. Denise Findlay, who has considerable expertise in the area of social science, often shares her knowledge about the History/Science Social Science Framework and how she implements cultural universals in units of instruction in her sixth grade classroom. Because the university faculty always attend these seminars offered by public school colleagues, their own expertise and knowledge is increased substantially. Joint planning for these guest seminars and faculty attendance also guarantees that classroom follow up with candidates is immediate, meaningful, and consistent.

Faculty in the TPP works regularly with administrators in the schools to select and recruit cooperating teachers who are willing to share their classrooms, students, expertise and experience with candidates in the program. The application form required for cooperating teachers serves to record information in areas of expertise, length of experience in the classroom, and credentials. Site administrators must approve each form before the application is submitted and the teacher is added to the pool of Tri-Placement Program cooperating teachers. (Program Documents, Tab 27B) Three administrators serve on the Advisory committee to assist with program review, design and revision. Because candidates are in the classroom daily, cooperating teachers serve as mentors, providing feedback, valuable insight, and ongoing assessment of developing candidate competencies.

2(d) Through substantive dialogue with subject matter preparation providers, the sponsors of pedagogical preparation programs facilitate candidates' transition into the professional education program by relating the teacher preparation curriculum to significant concepts, principles and values that are embedded in the subject matter preparation of candidates.

Substantive dialogue with subject matter providers is maintained through knowledge and review of course syllabi, formal contact with subject matter instructors when arranging to make class visits, and presentations, and informal contact at various advisory committee, Liberal Studies, CPC, All University Review of Teacher Education Council (AURTEC), and
other meetings. Additionally, since knowledge of the K-12 content standards is a critical
element of both the Subject Matter and Professional courses, overlap is inevitable and
sequential. With the addition of Liberal Studies to the College and the participation of its
Director at Program Coordinators meetings, the dialog and sharing of information is routine.

2(e) The teacher preparation program sponsors establish one or more intensive
partnerships with representatives of schools where candidates engage in program-based field work. The program-based field work component offers opportunities for purposeful involvement in collaborative partnership(s) for the design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents. Dialogues pertaining to the overall availability and services of supervising teachers within the field work component include bargaining units that represent teachers at the field work sites. In internship programs, partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

As stated previously, candidates spend the majority of each week in classrooms with the cooperating teachers to whom they are assigned, engaging in daily planning sessions, teaching, and classroom management. They are involved with parent and staff interactions, faculty meetings, in-services, and all other regular public school functions. Candidates spend one full year in at least three different classrooms simulating the role of teacher-in-charge and developing ever-increasing insight about the public school culture, policies, and expectations.

In addition, CSU, Chico, College of Communication and Education, School of Education, Department of Professional Studies in Education, and Tri-Placement Program faculty members are members of the Butte County Curriculum and Instruction Council, the CUSD Superintendent’s Advisory Board, PTA groups, Far West Regional Labs, SB 2042 panels and various other local, regional, and state groups. Information is gathered through Chancellor’s Office Questionnaires, School, Department, and Program Graduate Follow-Up Surveys, and local administrator and teacher participation on the Tri-Placement advisory Board. Program design and delivery components are modified regularly to meet changing needs and reflect research-based methods.

2(f) The sponsors of the teacher preparation program establish a collaborative partnership with the sponsors of one or more professional induction programs for beginning teachers giving priority to those induction programs where program completers are likely to be hired. The purposes and effective accomplishments of such a partnership include (a) articulating the contents of the professional teacher preparation program and the professional teacher induction program, and (b) facilitating transitions for prospective and beginning teachers.

In Butte County, the local Beginning Teacher Support and Assessment (BTSA) program has a close and positive relationship with the Tri-Placement Program. One of the program faculty members has provided workshops and seminars for BTSA providers. Seminar Outline. Many of the support providers are former student teachers and many currently serve as cooperating teachers as well. These regular and positive contacts guarantee familiarity of all participants with both pre-and in-service program elements. In addition, these contacts facilitate the continual revision and modification of the Tri-Placement Program to better address the needs of both new teachers and support providers.

Since all three of the regular program faculty in TPP are district-approved, they serve many local program graduates as Professional Growth Advisors and/or graduate program committee members, thus assisting in setting professional goals, providing ongoing support and encouragement for beginning teachers in the field.
Collaborative partners recognize the critical importance of teacher preparation in K-12 schools and post-secondary education by substantively supporting the costs of cooperation through contributions of sufficient human and fiscal resources.

Cooperating teachers who participate as partners in the development, evaluation, and guidance of candidates in the TPP are provided with opportunities funded by the College and the Chancellor’s Office to take courses, participate in conferences, and enhance their own skills at specially designed workshops. In addition, they spend an extraordinary amount of time, energy, and effort in planning sessions, mentoring, sharing information, strategies, and resources with candidates. The extended time in the classroom experienced by all candidates affords opportunities for daily interaction with cooperating teachers and other school personnel, including resource teachers; fine arts, PE, and reading specialists; administrators and so on. As stated previously, several cooperating teachers participate in seminars to share their knowledge, skills, and expertise to augment course content, thus honoring and acknowledging the importance of public school partners in the preparation of beginning teachers.
By design, the professional teacher preparation program provides extensive opportunities for candidates to analyze, implement and reflect on the relationships between theory and practice related to teaching and learning. In course work, classroom observations and supervised field work, candidates examine educational theories and research and their relationships to (a) pedagogical strategies and options, and (b) student accomplishments, attitudes and conduct. Working collaboratively, course instructors and field supervisors encourage and enable candidates to use and reflect on their understanding of relevant theory and research in making instructional decisions and improving pedagogical practices.

Response:

By design, structure, and program policy, all course work is tied carefully to field experiences. Program faculty who teach the Reading/Language Arts, Management, and Curriculum seminars also supervise candidates in field placements, thus helping to build the bridge between theoretical concepts and constructs and pedagogical application. Reflection is required and fostered through ongoing seminar discussions, daily interactive journals kept by candidates, weekly classroom visits, and the evaluation component of daily lesson plans. The three conferences held each trimester with cooperating teachers, candidates, and university supervisors also serve to provide a bridge between theory and practice. The developmental design by which candidates gradually assume more responsibilities in the field placements over the course of the year allows candidates to acquire pedagogical and human growth and development information, practice their skills, and gain insights as they receive support and guidance from cooperating teachers and university supervisors.

Program Elements for Standard 3:

3(a) In the program, the structured design of course work and field work includes coherent recurring examination of a broad range of foundational issues and theories and of their relationships to professional practices in schools and classrooms.

Candidates participate in a series of carefully selected prerequisite courses that build a solid understanding of the foundation of laws, rules, regulations, practices, and professional expectations under girding public education. [Table 1; Syllabi, Tabs 34, 35, 43, 44, 45] Discussions continue in seminars during the professional preparation year on foundational issues such as educational reform, diversity, demographic changes, technological advancements, social trends, professional obligations, and individual rights and responsibilities. [Syllabi, Tab 31] Through discussions, professional readings, and connections with real experiences, candidates learn how such issues and theories impact professional practices in the classrooms and schools in which they participate daily. As part of the professional reading requirement, candidates must read and complete written critiques of books and journal articles related to foundational issues. [Assignment, Tab 1] Additionally, they complete assignments in EDUC 102 and EDTE 229D that require exploration of cultural issues and issues of diversity. [Syllabi, Tabs 34, 45]

3(b) Each candidate becomes acquainted with research-based theories and principles of human learning and development. Each candidate reflects on how these theories and practices inform school policies and practices, and affect student conduct, attitudes and achievements.
Beginning in undergraduate courses (PSYCH 214, PSYCH 202 and EDTE 289C) (Syllabi, Tabs 40, 42, 44), candidates explore concepts related to child growth and development and research specific theorists who help to explain child and adolescent behavior. Through investigations, discussions, readings, research, and class presentations, candidates develop ideas about how children learn, behave, and grow. They investigate theories such as those postulated by Piaget, Maslow, Kohlberg, Adler, Skinner, Gardner, and Armstrong and recognize how an understanding of child and adolescent behavior contributes to and informs effective teaching practices.

The reflection process is encouraged, discussed, modeled, and expected as candidates experience the classroom on a daily basis once they enter the professional preparation program. Daily interactive journals are submitted biweekly to supervisors to encourage ongoing dialogue, rhetorical questions, comments, and insights as candidates self-reflect on their daily experiences in the classroom. Candidates discuss with one another, in seminar, and with cooperating teachers how basic theories impact and inform school practice and affect student conduct, attitudes and achievements in the classroom. 

3(c) Course work and field work that address curriculum, instruction, and assessment explicitly articulate and consistently draw on basic educational principles that underlie effective professional practice.

Guided by current research and sound pedagogical practice, the design of the TPP curriculum, instruction, and assessment course work and field work is based upon the sound educational principles of the California Standards for the Teaching Profession and the Teaching Performance Expectations (TPE). Candidates are required to engage students actively in the learning process by using the direct instruction strategy, hands-on activities, and guided exploration. Candidates are encouraged, supported, and required to reflect daily on their classroom interactions in areas such as lesson planning and delivery, behavior and instructional management, new insights and understandings about student learning, and effective teaching strategies.

Candidates learn to use, interpret, and develop a variety of assessment strategies and are required to use them in the classroom to inform daily instruction, monitor student growth and progress, and evaluate student skill development. In addition, candidates engage in a variety of self-assessments over the course of the year, daily monitoring by cooperating teachers, and weekly written and oral feedback from university supervisors.

Because candidates participate in the program as a cohort, they are encouraged to share ideas, strategies, and resources and to support one another throughout the year of professional preparation as they develop their teaching skills and competencies and gain confidence. They work collegially with peers, cooperating teachers, administrators, and other site staff to develop, refine and expand teaching skills as they interact with and create a positive learning environment for all students in three different field placements. By design, close ties between course delivery and field practice serve to encourage candidates to apply theoretical knowledge in daily interactions with children in authentic classroom settings.

Through discussions, readings, and modeling by university faculty and cooperating teachers, leadership skills are fostered, developed and reinforced. Through assigned readings, seminar discussions, workshops, in-services, and daily, active involvement in classrooms, candidates acquire a variety of effective pedagogical strategies designed to support, foster and promote the growth of students in all the content areas. [Readings, Tab
The developmental design of the program affords candidates opportunities to increase participation in classrooms gradually as they expand and refine their teaching skills and strategies and assume more of the instructional responsibilities over the course of the academic year.

Typically, candidates who choose to participate in the TPP do so because of the 1.) comprehensive nature of the program, 2.) increased and extended participation in the public school classrooms, 3.) high standards of excellence and rigorous demands, 4.) integrated approach to professional development, and 5.) opportunity to participate in a cohort model. The ongoing, frequent collaboration between and among university faculty and cooperating teachers affords candidates opportunities to develop teaching skills and competencies in a supportive, authentic, and engaging environment.

Candidates gain new perspectives and acquire teaching skills and competencies as they participate in a student-centered, continuous learning experience that begins prior to the start up of the public school in August and ends when the public school year ends in May or June. Candidates learn that this foundational experience is only the beginning of a life long journey of learning, reflection, exploration and new insights and understandings about the teaching/learning process.

3(d) Throughout the program, each candidate learns to make and reflect on instructional decisions that represent informed applications of relevant educational theories and research.

In PSYCH 214, prospective candidates study a variety of learning theories. They learn about multiple intelligence, behaviorist theory, constructivist theory, Piaget, Maslow, Montessori, inquiry-based learning, motivational theories, information processing, hands-on learning and so on. (Syllabi, Tab 40) With this solid theoretical base, candidates enter classrooms during the professional preparation year ready to apply their knowledge in authentic interactions with students in field placements. They are guided to develop active learning experiences for students, give prompt feedback, and provide clear objectives and rationales for the lessons they teach. Additionally, candidates are encouraged to use a full range of materials and to respect the diverse talents and ways of thinking of the students with whom they interact daily. Clear communication, consideration of students’ developmental levels, and task analysis are required of candidates in their plans and interactions with students. [Assignment, Tab 8] Over the course of the year, candidates gradually increase their abilities to ask higher-level questions, foster critical thinking, and engage students actively in the learning process. They learn to scaffold learning, provide opportunities for practicing new skills and concepts, and to check frequently for understanding before expecting independent practice to occur.

The theme of the TPP is “Teacher as Decision Maker”. The idea of developing the decision-making skills of candidates is one of the guiding principles of TPP faculty. Without informed decision makers, effective instruction is left to chance. The principle is introduced and discussed in depth in EDTE 289C and reinforced throughout the year of professional preparation. One of the main program outcomes is to prepare candidates who are able to make appropriate, informed, and accurate decisions on behalf of the students with whom they will work during their professional experiences. Candidates learn to investigate not only their own learning, but also student outcomes as they interact in authentic teaching experiences. The teacher as reflective practitioner is a well-defined concept for candidates and one that contributes to ongoing reflections about what transpires in the classroom. The reflection process serves as a growth tool and an indicator of what is and is not effective practice. It permits candidates to make informed changes in instructional practices and to analyze thoughtfully how lessons, materials, and decisions can be improved to ensure all
students become successful learners. It requires candidates to consider the consequences of their efforts and to evaluate the implications of their actions. (Hudson-Ross & Graham, 2000; Darling-Hammond, 2000; Unwin & Caraher, 2000; Benner & Judge, 2000; Dewey, 1929,1933; Yost, Sentner, Forlenza-Bailey, 2000; Loughran 2002)

Prospective candidates enroll in the prerequisite course, EDTE 289C, and begin the reflection process as they “shadow” and participate in the classrooms (field placements) of candidates who are currently enrolled in the program. Prospective candidates are required to keep reflection journals to chronicle and critique their experiences, pose questions, and add to new understandings of the complexities involved in the teaching/learning process. [Syllabi, Tab 44] The reflection process continues during the professional preparation year as candidates reflect daily on lesson design, implementation, student interactions and behaviors, and classroom management issues. Candidates are encouraged to question, critique, and seek potential answers to daily educational problems and issues that arise in the classroom. Each question becomes an opportunity for growth as candidates reflect on and acquire new insights and understandings about the teaching/learning process. Revisions and modifications of lessons, procedures, assessments, and instructional units take place after careful consideration and through newly acquired insights. [Assignment, Tabs 2, 9]

3(e) Program faculty and field supervisors explain and illustrate a variety of models of teaching. They guide and coach candidates to select and apply these models contextually (i.e. in pedagogical circumstances in which the models are most effective).

The Tri-Placement Program faculty believe that candidates must exit the program with a variety of instructional skills, strategies, and techniques to meet the diverse needs, interests, and literacy levels of children in today’s public school classrooms and to ensure that all children have access to the core curriculum. With this goal in mind, candidates are assigned to read Models of Instruction (Gunter et al) during the summer prior to program startup and must complete a written assignment on several strategies. [Readings, Tab 53] Having been introduced to and having used the Direct Teaching Model during EDTE 289C course work activities, candidates read about other strategies that eventually become part of their teaching repertoires. [Syllabi, Tab 44; Assignment, Tabs 5, 21A] During the fall semester, candidates are required to read and write about the direct and cooperative learning instructional strategies. [Assignment, Tab 5] They are required to apply these strategies appropriately when designing lessons for children and they receive feedback in classroom applications from university supervisors and cooperating teachers on the effectiveness of these strategies. Candidates engage in specific instructional strategies modeled by program faculty during seminars. As part of the requirement for EDTE 229D, candidates participate in a Guided Language Acquisition (GLAD) session taught by teachers trained in the use of the strategies and authorized to teach others. [Syllabi, Tab 45] Candidates participate in and learn about a variety of appropriate strategies to help all learners, but especially English learners, enhance language skills and gain access to core curricular concepts. Candidates are placed in classrooms where they are required to apply strategies that enhance English language development and promote access to core curriculum. In lesson planning, candidates are required to provide a written rationale for lesson design including objectives targeted, standards addressed, and specific strategies selected. (Assignment, Tab 8)
Program Standard 4: Pedagogical Thought and Reflective Practice

By design, the professional teacher preparation program fosters the ability of candidates to evaluate instructional alternatives, articulate the pedagogical reasons for instructional decisions, and reflect on their teaching practices. The program includes literature-based analyses and critical discussions of educational and instructional issues that teachers and students face in California schools. Candidates try out alternative approaches to planning, managing and delivering instruction. They learn to assess instructional practices in relation to (a) state-adopted academic content standards for students and curriculum frameworks; (b) principles of human development and learning; and (c) the observed effects of different practices.

Response:

This standard, closely aligned with Standard 3, links theory with practice and addresses the importance of reflection and the need for clearly defined rationales for instructional decisions in the classroom. Candidates in the Tri-Placement Program are required to evaluate a variety of instructional strategies and to have a solid rationale for the selection and application of specific strategies used when working with students in field experiences. As part of their roles as responsible decision makers, candidates must be able to enunciate clearly the “whys” behind their decisions about standards, objectives, strategies, activities, assessments, etc. Required journal entries and book readings serve to provide opportunities for candidates to develop a professional knowledge base of sound pedagogical principles and practices. [Assignment, Tabs 1, 1A, 9] Candidates must include various instructional alternatives used to modify lessons in daily lesson plans over the course of the year. All lesson planning, and eventually unit planning, is carefully tied to the California Frameworks and content standards, which are introduced in the EDTE 289C prerequisite course and explored in-depth during the year of professional preparation. Ongoing reflection requires candidates to analyze lessons and make modifications and revisions as appropriate to meet the needs of all learners in the classrooms in which they participate daily.

Program Elements for Standard 4:

4(a) The program consistently articulates and models the importance of reflecting on practice and assessing alternative courses of action in teaching. Candidates learn to select and use materials, plan presentations, design activities and monitor student learning by thoughtfully assessing student needs, defining important instructional goals, considering alternative strategies, and reflecting on prior decisions and their effects.

With the changing demographics in California in recent decades and armed with the awareness of the ever increasing diversity that exists in classrooms in California’s schools today, candidates in the TPP are guided through early discussions in seminars and field experiences to an understanding of the importance of collecting diagnostic information about the students with whom they work. Sources of information are discussed and presented and candidates are encouraged to collect and observe the various methods used by cooperating teachers as they gather information on the students. Because candidates begin in cooperating teachers’ classrooms prior to the beginning of the school year, ample opportunities exist to learn about and apply appropriate assessments on which to base further instruction.
Early in the professional preparation year, candidates are required to purchase both the state adopted California Subject Matter Frameworks and district content standards. These materials become the basis for candidates to identify learning goals and outcomes and develop learning objectives for the lessons they plan, design, and implement with students throughout the year. From ongoing seminar discussions, daily participation in field placements, and access to the internet, candidates learn to use a variety of resources for lesson development. Task analysis is one focus of seminars held in August so that candidates begin to recognize the importance of analyzing learning and breaking it into manageable component parts and to apply an understanding of such analysis to subsequent lesson planning.

As discussed, learned, and practiced in the prerequisite course EDTE 289C, ongoing reflection of lesson plans and delivery is required throughout the year. This practice is implemented on the written lesson plans, in follow-up conferences with supervisors and/or cooperating teachers, in daily journal entries, and in written lesson critiques required in Trimester I.

4(b) In the program, each candidate reads, begins to analyze, discusses and evaluates professional literature pertaining to important contemporary issues in California schools and classrooms. Each becomes acquainted with and begins to use sources of professional information in making decisions about teaching and learning.

Prior to program entry in EDTE 289C, SPED 143 and EDUC 102, prospective candidates become well informed on contemporary issues through discussions, assigned and/or self-selected books and journal articles, presentations and quick writes. [Syllabi, Tabs 34, 43, 44] Once candidates enter the professional preparation program, discussions continue during seminars in EDTE 229A and EDTE 229D. [Syllabi, Tabs 28, 45] From the perspective of authentic classroom experiences, contemporary issues become realities for candidates. As they participate in parent conferences, planning sessions, in-services and interact with cooperating teachers and other on-site specialists who deal with the effects of social, emotional, political, personal, cultural and literacy issues on a regular basis, candidates begin to understand the realities involved in teaching and managing classrooms. They gain competence and confidence in responding to student needs and in making decisions in the arena of the classroom.

Written journal entries are an avenue for daily reflection on contemporary classroom issues and experiences and to explore the effects of such issues in daily classroom practices. [Assignment, Tab 9] The book card assignment requires candidates to analyze objectively and subjectively many of the current issues that impact life and decisions in the classroom. [Assignment, Tab 1] The assigned readings are intended to serve as the basis for ongoing professional development in the areas of psychology, methodology, curriculum, and foundation issues.

4(c) As candidates begin to develop professionally, the program encourages them to examine their own pedagogical practices. Through reflection, analysis, and discussion of these practices, each candidate learns to make informed decisions about teaching and learning.

One of the guiding principles of the TPP is the importance of reflection in professional development. This process has long been part of the process of preparing effective beginning teachers in the program. Candidates learn to examine lessons critically, evaluate interactions with children, assess effective management practices, and are required to have a written rationale for each lesson objective during Trimester I and to provide a solid
rationale for each decision made in the classroom. [Assignment, Tab 8] In daily journal and lesson reflections, conversations with cooperating teachers and/or supervisors, and written reflections in seminars, candidates are encouraged to question, examine, and analyze their pedagogical practices and, in the process, develop new insights and gain new understandings about the teaching/learning process. Reflection becomes the vehicle through which candidates analyze their professional growth, develop new goals, and make informed instructional decisions on behalf of students.

4(d) In the program, each candidate learns to teach and reflect on curriculum-based subject matter content in relation to (1) pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials; (2) the intellectual, ethical, social, personal and physical development of students; (3) significant developments in the disciplines of knowledge; and (4) the context of California’s economy and culture.

4(e) The program fosters each candidate’s realization that the analysis and assessment of alternative practices promote a teacher’s professional growth. Each candidate learns to make pedagogical decisions based on multiple sources of information, including state-adopted instructional materials and curriculum frameworks, other professional literature, consultations with colleagues, and reflections on actual and potential practices.

As stated previously, candidates are required to analyze each of the California Frameworks to understand the contents, appropriate strategies, developmental continuum, and content standards (if embedded). Combined with information learned about human growth and development in PSYCH 202 and PSYCH 214 and understandings about California’s changing demographics learned in EDTE 289C and EDUC 102, candidates are required to develop lessons using a variety of appropriate strategies. [Syllabi, Tabs 34, 40, 42, 44] Having a repertoire of effective strategies and knowing when and how to apply each enables candidates to help children acquire and construct new skills and concepts directly, inductively, through exploration, and with careful guidance and support. A variety of ongoing assessments inform candidates about the students with whom they work. Subsequent lessons are based on a clear understanding of students’ needs, abilities, strengths, and interests. Seminar discussions on mainstreaming issues, parent conferencing, assessment, curriculum development, and working with English learners enable candidates to gain valuable information about what to consider when designing meaningful, active learning experiences for all students. [Syllabi, Tabs 32, 45]
Program Standard 5: Equity, Diversity and Access to the Core Curriculum for All Children

In the professional teacher preparation program, each candidate examines principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. The program prepares each candidate to provide all students equitable access to the core curriculum. Through course work and field work candidates learn about the ways in which their teaching practices and student learning, are shaped, informed and impacted by diversity in California society, including differences in socio-economic status. Candidates know the protections afforded by Assembly Bill 537, Chapter 587, Statutes of 19991, and learn how to work to ensure educational equity for all children. The program includes a series of planned experiences in which candidates learn to identify, analyze and minimize personal and institutional bias.

Response:

The Professional Preparation Programs in the Department of Professional Studies in Education (PSED) prepare candidates to provide equitable access to the core curriculum for all students. One of the guiding principles of the department is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to recognize principles of educational equity and diversity, and implement appropriate instructional strategies that build on these principles during carefully selected prerequisite course work and during the professional preparation year.

Two courses required of candidates entering the Tri-Placement Program are EDUC 102 and Social Science 102 [Syllabi, Tabs 34, 35]. Each course explores the diversity found in California, historically and currently, and the implications for teaching in today’s classrooms. Both address immigration, political, social, cultural, and other issues that affect the culturally and linguistically diverse students attending California schools. In EDUC 102, candidates identify barriers students find to full participation in the school program, and explore possibilities for assisting students in overcoming these barriers. In SocSci 102 candidates examine the roles of race and ethnicity in California history. They learn how many of the issues that are presently at the center of political discourse have their origins in early California historical events and politics and are directly related to issues and questions of race and ethnicity.

Faculty members involved with the Tri-Placement Program have designed multiple, systematic opportunities for prospective candidates to engage in meaningful field experiences as undergraduate or returning students. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hours of early classroom experience with students from diverse backgrounds. In some prerequisite courses, assignments require students to work in a classroom setting. For example, in ENGL 232, course participants must have a Conversation Partner who speaks a language other than English. [Syllabi, Tab 39] Prospective candidates also work in classrooms as part of the PSY 214 course. [Syllabi, Tab 40] Students chronicle field-based experiences associated with each course. The journal documents the effectiveness of teachers in building motivation and student self-concept. In addition, prospective candidates are encouraged to participate in professional development programs, such as Community Action Volunteers in Education (CAVE), America Reads, Teacher Diversity Program or others that enable them to gain experience working with students from a variety

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1 See Appendix B for full text of the law.
of backgrounds and to gain a realistic understanding of the culture of today’s schools in California. In addition to the mandated 45 hours of early classroom experience and course related field placements, all candidates considering enrollment in the TPP must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C, the capstone prerequisite field-based course. [Syllabi, Tab 44] Prospective candidates are mentored by candidates currently enrolled in the TPP and, as often as possible, placed in classrooms with English learners and a cooperating teacher who holds a CLAD emphasis credential or the equivalent. These field experiences are deliberate and systematic and provide opportunities for candidates to increase their classroom responsibilities gradually as they begin to develop competencies to deliver comprehensive instruction that insures equitable access to core curriculum for all students.

Candidates continue to (a.) develop theoretical principles related to working with diverse populations, (b.) analyze instructional practices, and (c.) connect theory to practice. The key course addressing equitable access to the core curriculum for all students is EDTE 229D. [Syllabi, Tab 45] In this course, candidates focus on developing appropriate educational practices that provide all students with opportunities to develop comprehensive access to the core curriculum. They lean the elements of the SIOP and begin to use it to design lessons specifically targeted to enhance the skills of language learners. The Professional Preparation course work systematically delivers content through a series of courses to ensure competency in meeting the educational needs of the diverse California student population. Therefore, candidates use the foundation established in EDTE 229D as a springboard into the classroom management, curriculum development, and assessment courses. In this carefully designed series, candidates are required to make the connections between and among the principles associated with equal rights and opportunities for all students and instructional practice and effective strategies. The connections are facilitated through the systematic implementation of effective strategies and the use of materials designed to insure candidates possess the abilities to design curriculum and assess outcomes for all students.

Because candidates participate in a classroom daily from the beginning through the final day of the school year, numerous opportunities exist to implement and reflect on instructional practices and materials that promote English language development, the rapid acquisition of listening, speaking, reading, and writing skills, and equitable access to the core curriculum for all students. Assignments include, but are not limited to, requiring candidates to: (a.) plan and deliver effective strategies, plans, and organizational structures of an enriched educational program that provides access to the core curriculum for all students; (b.) develop and implement individual lessons and instructional units that utilize strategies that motivate and provide access to the core curriculum for all students; (c.) understand the importance of their students’ family backgrounds and experiences; (d.) analyze the existing support(s) to insure the absence of personal and institutional bias in service deliveries for all students in the classrooms in which they participate.

Program Elements for Standard 5:

5(a) The program prepares candidates to effectively teach diverse students by increasing their knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

The prerequisite course, EDUC 102, [Syllabi, Tab 34] provides opportunities to examine specific demographic information, current conditions, court cases, ballot initiatives, and
laws affecting the California school population and the implications of these realities for educators. Candidates are introduced to the current conditions faced by the California student population through course readings and in-class lectures and are provided with examples and models used by educators in responding to these conditions in an effective manner. Additionally, this course involves activities that require candidates to develop a rationale for the teacher to have the knowledge, skills, and attitudes to be successful in examining the principles of equity in education for all children. EDUC 102 introduces candidates to the different program models designed to meet the needs of a culturally and linguistically diverse student population. In the course, candidates also learn to determine the extent to which the different models promote language development, access to the core curriculum, equity, and high achievement for all students.

In EDTE 229D, candidates identify the characteristics of various service delivery models and the SIOP and explore the benefits and drawbacks associated with implementation. Given the crucial nature of reading and writing skill development for all students, candidates analyze the Reading/Language Arts State Standards and ELD standards in EDTE 229C [Syllabi, Tab 30], and integrate these standards into curriculum development activities in the curriculum and instruction courses. Candidates determine essential components for instructional programs and demonstrate how these components will advance systematically all students into the state-adopted reading/language arts student content standards and framework. In the ELD Program Rationale assignment for EDTE 229D, candidates must develop in writing 1.) a philosophy and 2.) goals to guide an ELD program of their own design.

Candidates are required to identify the organizational structures designed to meet the needs of all students, particularly ELDs at their school site. [Assignment, Tab 7] They are required to design and teach lessons that lead to high achievement for all students.

5(b) The program design includes study and discussion of the historical and cultural traditions of the major cultural and ethnic groups in California society, and examination of effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

In EDUC 102 and SOC SCI 102, candidates examine the historical, social, political, and literary traditions that affect the culturally and linguistically diverse students attending California schools. In ENGL 232, candidates learn how background knowledge facilitates reading comprehension and access to the core curriculum. Additionally, these courses provide opportunities for candidates to study and discuss the historical and cultural traditions of the major ethnic groups in California society. Classroom discussions focus on strategies to include the cultural traditions and community values and resources in designing and adapting materials that foster the development of all four language processes.

In EDTE 229D candidates evaluate the characteristics of effective methods and strategies designed to meet the needs of all students and pay particular attention to the SIOP. Candidates are required to develop and modify lessons in writing using effective explicit instructional strategies to meet the needs of all students. Candidates explore how balanced strategies, such as direct instruction, reader’s theater, developing vocabulary in context, and using engaging literature, all serve to motivate students, reinforce reading skills, and include cultural resources in the instructional program of a classroom. In addition to course texts, candidates research web sites where they can access information about additional methods, strategies and materials. Candidates analyze lessons for the purpose of identifying techniques and strategies promoting culturally appropriate content for all students. Also, in unit design, candidates identify English Language Arts and English
Language Development state standards and incorporate multiple and systematic opportunities to promote access to the core curriculum for all students.

In field experiences, candidates plan and teach lessons and integrated units of instruction that are responsive to students' background knowledge, linguistic levels and, often, cultural traditions. They are provided with regular and systematic feedback and suggestions from cooperating teachers and university supervisors on the effectiveness of lessons' and units' degrees of effectiveness in enhancing achievement for all students.

5(c) The program develops each candidate's ability to recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.

The prerequisite course, EDUC 102, provides the opportunity to examine specific demographic information, current conditions, court cases, ballot initiatives, and laws affecting the California school population and the implications of these realities for educators. [Syllabi, Tab 34] The curriculum of the course includes detailing the rationale for, and benefits of, addressing diversity and culture in the classroom. Candidates are introduced to the current condition faced by the California student population and are provided with models used by educators in responding to these conditions in an effective manner. Additionally, the course requires activities that ask candidates to develop a written rationale for teachers to have the knowledge, skills and attitudes to be successful in examining the principles of equity in education for all children. Candidates develop a written rationale, consistent with state standards, for how issues of family background and culture must be addressed in the classroom. Candidates study examples of inclusive, supportive, cooperative classrooms in which all students are active participants in their own learning and in the interactions in the classroom. (i.e. *Embracing Diversity, Educating Esme, The Freedom Writer's Diary*). [Readings, Tab 49] Candidates identify the barriers faced by students to their full participation in the school program and begin to develop solutions for assisting students in overcoming these barriers. Activities in the course require candidates to examine personal attitudes toward people who come from a culture different from their own.

In EDTE 229D, candidates study the elements present in different program models introduced in EDUC 102. The roles of educators in minimizing bias in the schools is discussed in weekly seminars. Moreover, candidates are informed about the processes involved in identification, placement and assessment of EL to ensure appropriate placement in instructional programs. Candidates are introduced to the California English Language Development Test (CELDT) and the SIOP and explore how student outcomes impact student placement in instructional programs. Additionally, in the EDTE 229D Case Study assignment, candidates gather and describe in writing information about a student’s family background in terms of emigration, origin and nationality, home language, and educational level. [Syllabi, Tab 45] Candidates are presented with features of effective parent involvement for promoting participating in school activities. [Syllabi, Tab 45] Candidates are asked to examine their own views regarding such topics as test bias and equitable instructional models. In EDTE 229C candidates examine a variety of children’s literature, including multicultural works to build on family backgrounds and cultural experiences. In EDTE 229A, candidates examine best practices relative to creating a supportive classroom environment that minimizes bias and contributes to the physical, social, emotional, and intellectual safety of all students. [Syllabi, Tab 28]

Candidates are placed in at least one of three field placements in a classroom with a significant number of ELDs and a cooperating teacher who holds a CLAD or B/CLAD emphasis, or equivalent, teaching credential. [Program Documents, Tab 27B]
Assignments in EDTE 229D require candidates to request information about procedures followed for the identification of needs and selection of services to support the language and academic development of all students in the classroom. [Syllabi, Tab 45; Assignment, Tab 7] Through course assignments and field experiences, candidates are directed to reflect on how a school and/or district is responding to the state and federal laws pertaining to the education of all students.

In the field placements, candidates are asked to contact parents via phone calls or newsletters, encourage participation in the classroom, and assist with students’ homework assignments. In addition, candidates participate in a variety of school functions where they have opportunities to interact with parents. (Back to School Night, Open house, Parent Conferences, Parent Teacher Association meetings, etc.) [Program Documents: Goal Sheets: Trimesters I-III, Tab 27] [Also See Tables 4, 7, and 8]

5(d) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and to apply pedagogical practices that create gender-fair learning environments.

Building on discussions, lectures, and readings in EDUC 102 and EDTE 289C, candidates continue to explore personally held attitudes, beliefs, and expectations about gender equity during weekly seminars and discussions. Issues related to gender bias, sexual harassment, Title IX, and classroom interactions are frequent and ongoing topics during ethics and professional rights and responsibilities discussions. [Syllabi, Tabs 34, 44] To ensure feelings of self worth and academic success for all students, candidates learn to create classroom environments that are emotionally and physically safe and in which all students are encouraged to participate freely. Evaluation of classroom materials includes issues related to gender bias. Candidates learn the negative consequences of permitting any form of harassment. They further learn to appreciate the dignity of all students and to foster and promote appropriate classroom interactions so that all students feel included and supported. One strategy that candidates read about, participate in, and apply in field placements is cooperative learning during which all students are actively involved in the learning process. Candidates are required to address their beliefs about developing a safe, positive learning environment and organizing for full student participation in several philosophy statement drafts revised during the year of professional development and in a comprehensive management plan submitted at the end of the professional development year. (Syllabi, 31, p.4; Assignment, Tabs 2A, 15)

During weekly observations, university supervisors and cooperating teachers provide regular feedback to candidates about gender issues, such as calling on both boys and girls equally and fairly, making certain interests and needs of all students are considered in lesson planning, and ensuring classroom discussions free of bias. Feedback is provided about candidates’ behaviors both orally and in writing.

5(e) The program provides ongoing opportunities for each candidate to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

The prerequisite course, EDUC 102 provides the opportunity for candidates to reflect on the diverse perspectives that exist in California classrooms. Activities in the course allow candidates to identify ways that alienation contributes to student failure. This process includes detailing the rationale for, and benefits of, creating an anti-bias classroom culture. (Syllabi, Tab 34) In ENGL 232 and EDTE 289C candidates investigate classroom processes and how classroom organization can promote or inhibit academic performance
In the professional preparation program, candidates refine and expand their developing philosophy statements systematically examining personal and professional beliefs and attitudes. Candidates articulate both philosophy and action relative to the application of pedagogical practices that create and promote a fair learning environment for all students. In EDTE 229D, candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices. Candidates apply their knowledge about learning styles in classroom instruction and organization to capitalize on students’ strengths and maximize opportunities for language support and development and access to content. For example, cooperative learning strategies are presented to create classroom environments where all students have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group. The instructional approaches and theories presented in EDTE 229D are systematically developed in the curriculum and instruction course series where candidates apply them through strategies that promote academic performance for all students. [Tab 45]

With gradually increasing classroom instructional responsibilities over the course of the academic year, candidates develop and promote instructional activities that build academic achievement, language proficiency, social skills, self-concept, and other cognitive and affective skills for all students.

5(f) The program provides each candidate with the capacity to recognize students’ specific learning needs, place students in appropriate contexts for learning, assist students to have access to needed resources for learning, and, where appropriate, provide students with opportunities to engage in extracurricular activities.

In SPED 143 candidates learn about the significance of identification, assessment, and placement for all students in the most appropriate instructional program available in a district. Candidates are also informed about the importance of initial progress monitoring, and summative assessments to assist students to access content knowledge in the core curriculum. [Syllabi, Tab 43]

The interpretation of assessments for all students begins early in the professional preparation program. In EDTE 229C, candidates learn to use and interpret a variety of assessment instruments and are expected to use these tools in a case study assignment. (Assignment, Tab 6, 6A, 6B) In EDTE 229E, candidates continue to explore the variety of assessment tools available for identifying students’ skills, abilities and needs. [Syllabi, Tab 32] In EDTE 229D, candidates learn the purposes, content and uses of California’s English Language Development (ELD) Standards, and CELDT. The role of CELDT in the process of EL identification through re-designation is also discussed. As candidates develop lessons and instructional units for this course and for courses in the EDTE 229 series, they are required to identify ELD standard(s), as well as content area standard(s) applicable for students in their classroom settings. [Assignment, Tabs 8, 18] The assessment practices included in these lessons and/or units must assess both the ELD standard(s) and the content area standard(s) identified. In the Case Study in EDTE 229D, candidates identify an EL’s level of language proficiency using the appropriate assessment instrument(s), select ELD standard(s) as goals for instruction, and design appropriate interventions. Furthermore, candidates are asked to use multiple measures for assessment and a variety of assessment practices, including, but not limited to, teacher-made tests, performance-based assessment, and portfolio assessment. In addition, candidates develop rubrics that measure content knowledge in core curriculum at the various levels of language proficiency.
In addition to receiving feedback from a cooperating teacher and university supervisor on making grade appropriate or advanced curriculum content comprehensible to all students, candidates are also given feedback on their assessment practices. The connection between theories of assessment and instruction emphasized in the EDTE 229 course series is brought to application in each of the three field placements. Evidence of the candidate’s ability to incorporate assessment outcomes consistently in the plan-instruct-assess-plan cycle for all students is essential for candidates to be recommended for advancement in their professional preparation program. In addition, candidates develop criterion-referenced tests for their instructional units and are given the opportunity to observe and/or engage in the administration of some standardized assessment instruments (e.g., CELDT, Adept, Standardized CBM, etc.).
Category B

Preparation to Teach Curriculum to all Students in California Schools

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching

The professional teacher preparation program provides multiple opportunities for each candidate to learn, practice and reflect on each Teaching Performance Expectation (TPE). Embedded in the planned curriculum of course work and field work are formative assessments of each candidate’s performance on pedagogical assignments and tasks, similar to those used in the institution’s teaching performance assessment (TPA). Formative assessment activities are designed to contribute to the candidate’s overall demonstrations of competence and the capacity to pass the performance assessment embedded in the program.

Response:

The philosophical and research bases of the Tri-Placement Program require candidates to emphasize self-reflection and self-assessment relative to the Teaching Performance Expectations (TPE) on an ongoing basis. The theoretical, pedagogical, cognitive, and instructional practices are learned through assigned readings, discussions, and modeling. While practiced in field placements, candidates must review, reflect, revise, and respect their performances while continually striving for greater skill. With each assignment and experience, candidates are guided through the use of formative assessment documents to monitor, record, and evaluate their own progress. The nature, format, and types of assignments are designed to facilitate increasing awareness and skill levels. Progressive, cumulative experiences and revised goals challenge candidates to become gradually more capable in each endeavor and more skilled in all areas. Regular conferences, debriefings, seminar discussions, assignments, reports, conversations, and journal entries permit both the candidates and the instructors not only to assess competence, but also to evaluate performance against the expectations. (CT and ST Handbooks) [Assignment, Tab 9], philosophy assignments, book card [Assignment, Tab 1], text readings from Gunter [Readings, Tab 53], lesson self-critiques [Assignment, Tab 2], video tapes [Assignment, Tabs 3, 19], strategies assignments [Assignment, Tabs 5, 21A]

Program Elements for Standard 6:

6(a) The program provides a systematic, comprehensive curriculum that offers each candidate multiple opportunities to learn, practice and reflect on each Teaching Performance Expectation (TPE) and to understand important connections and practical relationships among the elements of coherent professional practice.

Candidates begin their preparation in the Tri-Placement Program prior to formal acceptance when they enroll in the EDTE 289C course. The course includes an introduction to terminology, management, and instructional philosophies, review of basic psychology, and an opportunity to experience carefully guided and structured observations.
This first contact is followed during the professional year with at least three additional classroom placements each requiring more and better teaching performance. The type of systematic, comprehensive experience is replicated in the areas of content knowledge as well as developmental psychology, pedagogy, creating and maintaining effective environments, engaging and supporting all learners, making subject matter comprehensible, assessing student learning, etc. It includes adding such sensitive areas as communicating with parents and other school personnel, and appropriate use of technology.

6(b) During the program’s course work and field work, each candidate’s assignments and tasks include well-designed formative assessments that resemble the pedagogical assessment tasks in the embedded teaching performance assessment (TPA). Each candidate is provided informative, helpful feedback regarding his/her progress toward meeting the TPEs, and this feedback contributes to each candidate’s preparation for the performance assessment.

Each course assignment and task during all three field placements of the Tri-Placement Program are designed to move the candidate ever closer to competence both in the classroom as a teacher and in course work as a learner. Each written assignment is returned to the candidate with specific feedback and comments. Some assignments are repeated over the course of the year to challenge candidates to apply their own increasing awareness, knowledge, and skill. Formative assessments include daily journal entries, lesson critiques, videotaped and critiqued lessons, three-way conferences at the beginning and end of each trimester placement, and mid-way and final trimester critiques of progress using prepared forms based on TPE and TPA criteria. The formats of the formative assessments closely mirror those of the summative assessment. [Assessment, Tabs 24, 25; Table 9; Assignment, Tabs 3, 17, 19.]

6(c) In the program, formative and summative assessment tasks that address the full range of pedagogical competencies that comprise the program are part of the fabric of ongoing course work and field experiences.

All tasks, formative and summative, are designed and assigned to monitor candidate progress and skill in the full range of teaching tasks required of beginning teachers. Candidates are required to demonstrate a repertoire of instructional and management strategies carefully selected and implemented to facilitate content learning and efficient, effective, healthy classroom learning environments. Candidates plan, teach, and evaluate standards-based lessons and units in all content areas with ever increasing responsibility over the course of the year. They demonstrate gradually increased responsibility for classroom organization, student assessment, parent communication, materials selection, time management, and student discipline. [Program Documents: Trimester I-III, Tab 27]

Candidates progress from teaching isolated, explicit, cooperating teacher-selected, textbook-only, small-group lessons, usually in reading/language arts or math at the beginning of the first trimester, to teacher assisted “solo” teaching for one-three days at the conclusion of trimester one.

Trimester two focuses on the integration of content into units of instruction, the utilization of a larger number of instructional strategies, greater independence in the selection of activities and materials, more experience in the areas of science, physical education, and fine arts, and large group and whole class instruction. The culminating experience for this trimester is at least one full week of solo teaching based on a content correlated,
standards-based unit of instruction designed and implemented with some cooperating teacher assistance. [See Assessment Tabs 23, 23a, 25, and 26]

Trimester three challenges candidates to assume the roles and responsibilities of the classroom teacher early and often. Emphasis remains on standards-based instruction, student assessment, and design and implementation of correlated units of study. Additionally, candidates design and implement a management system, incorporate social studies and other content into their teaching, work with large groups and choreograph several simultaneous small groups of instruction. They direct and manage the work of aides and volunteers, utilize several instructional strategies effectively, and integrate technology into both their teaching and organizational skills. This trimester culminates in candidates becoming teacher-in-charge for an extended period of time (usually three weeks or longer). [See candidate files, trimester calendars, organization/focus documents, course assignments]
Program Standard 7: Preparation to Teach Reading-Language Arts

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a balanced, comprehensive program of instruction in reading skills and comprehension strategies for all students, including students with varied reading levels and language backgrounds. The MS Credential Program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of course work and that takes place throughout the program during each candidate’s field experience(s) and student teaching assignment(s). Each candidate for and MS Credential has experience in a linguistically and/or culturally diverse classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a balanced, comprehensive program and who collaborate with institutional supervisors and instructors.

Program Elements for Standard 7:

Element 7(a) "Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

Response:

It is only possible to address this element by considering the close ties that exist among seminars (course work), field placements, and philosophy of the Tri-Placement Program already described in the program design contained in Standard 1 of the document. Candidates participating in this particular program build on the knowledge base acquired in undergraduate courses. [ENGL 121, ENGL 232, Syllabi, Tabs 38, 39] They continue to refine and expand their knowledge, skills and competencies related to the reading process and instruction over the course of one academic year by 1.) participating in a variety of seminar discussions, activities, observations, assignments, video sessions, and demonstrations 2.) reading extensively from a number of comprehensive texts and articles, and 3.) teaching students of varying abilities, language levels, and backgrounds in at least three different classrooms at several school sites four days each week for the entire year of professional preparation.

Beginning in mid-August, prior to the university start-up date and continuing through May or June of the following spring, candidates meet to build group cohesiveness, learn about the processes of teaching, and develop a repertoire of strategies and skills related to the teaching of reading. At a spring orientation meeting prior to fall program entry, candidates are given a summer reading list, carefully selected and designed to build awareness of and information about the reading process. [Assignments, Tab 1B] These readings form the basis of class discussions and demonstrations during the one-week orientation seminars held on the university campus in August. Candidates are required to respond in writing to the summer readings with both objective and subjective responses. The response format requires a concise summary and critical analysis of the content. The latter discussion concludes with a statement of the candidates’ anticipated uses of the information gained.
from the readings. The intent of the response assignment is to build a foundation for candidates’ continuing professional readings and research efforts. [Assignments, Tab 1]

During initial seminar sessions, candidates work in small and large groups, and pairs to develop knowledge about cognitive and linguistic factors associated with reading development; explore complex factors which influence reading behaviors; learn word identification techniques and strategies, including phonic strategies and terminology; explore the principles involved in diagnosis; acquire information about how children learn to read and develop the ability to plan and teach lessons using the Direct or Explicit Teaching strategy. Candidates plan and teach demonstration lessons to peers and critique each other’s presentations with input and modeling from both instructors in preparation for classroom interactions. [Program Documents, Tab 27D]

At the conclusion of the August seminar sessions, candidates are assigned to classrooms in one of the public schools to begin the first of three in-depth field placements and to apply the principles, strategies and techniques developed during the initial week of reading discussions. Candidates work closely with cooperating teachers in field placements during the Trimester I to organize the classroom for instruction and to collect diagnostic information about children’s abilities and skills, especially in the areas of reading, writing, listening and speaking. [Program Documents, Tab 27] Candidates participate in both formal and informal assessment activities in their field placements. Information about the reading process, which is modeled and discussed in seminars, is then applied by candidates in classrooms with individual and small groups of students who represent a wide variety of cultural, linguistic and socio-economic backgrounds, reading and language development levels.

Candidates participate in all opening of the school year activities and plan weekly lessons under the careful guidance of cooperating teachers. During the placement, candidates frequently are assigned to work with small groups and individual students for instruction in reading/language arts. University faculty observes candidate lessons and interactions with children in elementary classrooms, provide written feedback, and post conference with candidates at least once each week. Among the goals for Trimester I are

1) developing knowledge about the process of reading and gathering information about reading/language arts at the assigned grade level,

2) collecting information and participating in the diagnostic process, and

3) implementing the Direct Teaching strategy for lessons taught. [Program Documents: Trimester I Goals, Tab 27]

During the first field placement, candidates are expected to develop and submit lesson plans for all lessons taught, including lessons in the focus area of reading/language arts.

Candidates also are given a list of focus questions to guide observations of reading/language arts lessons and programs, classroom interactions and journal reflections during the first few weeks in the classroom. [Assignments, Tabs 7, 9, 10] An interactive reflection journal is kept daily by each candidate and is read bi-weekly by supervisors who provide detailed, written responses to student reflections, often in question format, to guide the candidate’s observations/interactions and to foster the development of teaching skills. Serving as one means of confidential and personal communication between candidates and instructors, this journal also permits assessment of candidates’ writing abilities.

During the ten week placement (Trimester I), candidates spend four mornings and three
afternoons each week in the elementary classroom to which they have been assigned and two afternoons in seminar sessions. The Tuesday afternoon seminar, EDTE 229D Issues in Literacy, taught by a Bilingual Program faculty member is designed to build an understanding of language acquisition and development, lesson modifications, assessment procedures, and to develop literacy skills and strategies for use with English language learners and English only students. [Syllabi, Tab 45]

During a day-long workshop in ETDE 229D, Issues in Literacy, [Syllabi, Tab 45], several cooperating teachers share their knowledge and expertise as they model techniques, share video clips and introduce candidates to a variety of effective strategies for use with second language learners. The strategies emphasize cooperative strategies, academic vocabulary development, integration and development of all four language processes, concepts of print, and a variety of literary forms as input and output. Candidates incorporate such strategies into their daily lessons and units of instruction with all students, including English language learners.

Additionally in EDTE 229D, candidates learn how to maximize the learning environment by developing an understanding of how children construct meaning. Through discussions, readings, and demonstrations, candidates learn six categories of strategies for use with second language learners: bridging, contextualizing, organizing, responding, synthesizing and transmediating. The rationale for each category is presented and specific examples are described and modeled. Candidates choose strategies, plan lessons, and teach demonstration lessons to peers during seminar sessions. Candidates then are required to use this framework to select appropriate strategies that will facilitate student learning for the lessons and units of study they develop throughout the year. A reflection component accompanies each lesson.

Candidates are introduced in EDTE 229C seminars to the importance of a comprehensive approach to developing reading skills of emergent and early, as well as fluent readers. [Syllabi, Tab 30] Consistent with the ideas stated in “Teaching Reading”, “Every Child a Reader”, the California Reading/Language Arts Framework and content standards contained in the framework, and current research, candidates learn that such an approach includes the following components:

1) a strong literature program, language and comprehension program that includes a balance of oral and written language;

2) an organized, explicit skills program that includes phonemic awareness, letter names and shapes, phonics, and other decoding skills;

3) ongoing diagnosis that informs teaching and assessment that ensures accountability;

4) a program that includes a close connection between reading, writing and spelling;

5) a program that fosters the development of comprehension and vocabulary skills and word analysis strategies in an organized, systematic way;

6) a variety of opportunities to practice reading independently.

Candidates are assigned readings from several comprehensive, “research based texts” and from a class packet of readings that includes a variety of research articles. [Syllabi, Tab 30 & Readings 50, 54, 55] Candidates’ early teaching experiences in elementary classrooms are linked closely with readings and seminar discussions, are observed weekly by university faculty, daily by cooperating teachers, and are followed by conferences at the school sites. Seminar discussions frequently focus on the actual teaching experiences with
young children in field placements.

While in each of the subsequent field placements, trimesters II and III (approximately eleven weeks and twelve weeks, respectively), candidates gradually increase participation in the classroom and assume greater responsibility for the planning, teaching and evaluating of lessons and student achievement. [Program Documents: Tab 27]

Candidates are required to use the California content standards in reading, state adopted materials and literature selections to teach word analysis, vocabulary and comprehension strategies and apply techniques learned in seminars and from readings to daily instructional experiences with children in field placements and to reflect on their experiences in the daily reflection journals. Candidates’ progress, growth and competencies are monitored carefully and collaboratively through weekly supervision by university faculty and cooperating teachers.

University faculty associated with the Tri-Placement Program carefully plan lessons, class activities, demonstrations, assignments and discussions based on recent research findings and well documented articles. In the redesign of the reading course EDTE 229 C, care was taken to incorporate language and recommendations suggested in documents such as, “Every Child a Reader”, “Teaching Reading: A balanced comprehensive approach to teaching reading”, and “Building a Powerful Reading Program: from Research to Practice”, the National Reading Panel report. Consideration was also given to the elements found in the A-K curriculum, to the Teaching Tasks, Knowledge and Abilities (TKA) for Reading, Writing and Related Language Instruction in English and to the ten content areas contained in the Reading Instruction Competence Assessment (RICA). The texts selected for the reading and literacy courses reflect a comprehensive approach to the teaching of reading based on current research. [Syllabi, Tab 30]

The instructors for the reading/language arts seminars frequently model strategies and techniques 1.) to engage candidates actively in the processes of learning how to teach reading and 2.) to demonstrate the use of explicit instruction as an effective teaching strategy. Such an instructional technique is used to develop candidate knowledge about phonemic awareness, concepts of print, word identification strategies, guided and shared reading techniques, questioning strategies based on a taxonomy, vocabulary knowledge and comprehension strategies. Candidates then apply their knowledge of these strategies and techniques in daily interactions with children in the assigned field placements. Lesson plans for each lesson are kept and included in candidates’ portfolios, which are in progress during the entire year of professional preparation. [Assignment, Tab 8]

During seminar sessions, candidates are taught through discussions, videos and modeling how to organization for the delivery of a comprehensive program of reading instruction. Using books, charts and other relevant materials, instructors demonstrate a guided reading lesson, a shared book experience, a read aloud, and also model comprehension, vocabulary and word analysis strategies for application in the classroom. For one of the nine classroom observations, candidates are required to observe in classrooms and take notes about the organization, structure and instructional practices they observe. [Assignment, Tabs 10, 13]

Knowledge about planning, organizing and managing reading instruction is carefully developed with candidates over the course of the entire professional preparation year. Candidates learn that a well-planned and organized program based on content and performance standards in reading and responsive to the needs, language development levels and interests of individual students is necessary to foster the reading development for all students. To promote this goal candidates explore a variety of assessment practices, learn about flexible, dynamic grouping, and select relevant and appropriate materials and activities for students of varying abilities. During seminars held in December, candidates
are introduced to a variety of assessment tools and procedures. They are required to keep an Assessment Binder with the Language Arts Assessment tools that introduced to them. [Assignment, Tab 6A] They are required to develop a comprehensive case study on an at risk student, applying a wide range of assessments and prescribing an appropriate set of strategies and techniques to foster reading development. [Assignment, Tabs 6, 6B]

As an activity in seminar, candidates develop daily schedules detailing how they will organize their classrooms for reading/language arts instruction. They also choose a grade level and develop a design of an ideal classroom which reflects how they will organize the classroom for instruction, taking into consideration a classroom library, writing and listening centers, literacy centers, materials, project areas, placement of charts, desk arrangement, areas for small group instruction and so on.

Six units of reading instruction [EDTE 229C, EDTE 229D ] serve to provide an introduction to the many facets of the reading process, strategies, assessment procedures, and instruction. The close tie between theory and practice built into the Tri-Placement Program structure, which places candidates in classrooms four days each week, serves to provide continuous and in-depth application of a variety of reading concepts, strategies, skills and techniques. Because candidates serve as integral members of the instructional teams in their field placements, they have many opportunities over the course of the year to implement strategies and skills in reading, writing, and related language arts with learners from a variety of language, experiential and cultural backgrounds.

Element 7A (b)

For each MS Credential candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporates listening, speaking, reading and writing for speakers of English and English language learners.

Response:

Early in the reading course, candidates are introduced to the components of a comprehensive reading program by reading state documents and assigned texts, in seminar discussions, and by completing several written assignments. Assignments reinforce the concepts discussed. They are assigned to identify the components of a balanced reading program in cooperating teachers’ reading programs and to record their findings in journal entries.

A variety of rich literature and state adopted materials and content standards are used often in seminars as a vehicle to teach reading skills, strategies, and terminology associated with reading comprehension, independent reading, and the connection between the four language processes: reading, writing, listening and speaking.

Since comprehension is a major goal of all reading instruction, a variety of comprehension strategies and techniques, such as developing background information, encouraging predictions, questioning, self monitoring, rereading, visualizing, clarifying, summarizing and connecting text ideas to individual lives are modeled, discussed and viewed in commercially produced videos. [See Bibliography]

Candidates are introduced to the levels of comprehension (literal, inferential and evaluative) and required to apply strategies to foster reading comprehension at each
cognitive level for students with whom they work in their assigned classrooms, including English learners. In EDTE 229 D candidates learn a variety of effective strategies for developing English language skills and helping EL access core curriculum. Discussions and assigned readings about how to use L1 to support reading and writing development in L2 enable candidates to foster and reading/writing skills. [Syllabi, Tab 45] Candidates are required to have one of their three field placements in a classroom with a significant number of English learners and with a cooperating teacher who holds the appropriate CLAD/BCLAD or the equivalent teaching credential. Lesson plans each with a self-reflection component are included in candidates’ portfolios, and candidates reflect on their instructional experiences in daily journal entries. University faculty provides feedback via the interactive journal, in weekly conferences, and in seminar discussions.

Candidates are introduced to the idea that independent reading plays a critical role in promoting students’ familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas and motivating further reading for information and pleasure. Candidates are required to examine how cooperating teachers provide opportunities for students to select and read materials at appropriate reading levels and to share the information in seminar discussions. Candidates exchange information about Silent Sustained Reading (SSR) and/or Drop Everything and Read (DEAR) as structures for independent reading.

Cooperating teachers who participate in the Tri-Placement Program use levelized texts and state adopted reading materials to foster reading skills at children’s independent levels as measured by assessment measures. Thus, on a daily basis, candidates observe this effective approach in practice and participate in helping students select and use appropriate reading materials for practice and application of skills. Reading aloud to children from quality literature selections is often one of the first tasks assigned in field placements and is consistent with fostering independent reading skills. Shared reading strategies with big books are presented to candidates in seminars using videos, assigned readings and demonstrations. Candidates gain experience by applying independent reading strategies with children in field placements. A variety of instructional strategies learned in EDTE 229B/G are applied in classrooms with students of various language levels. Strategies include, but are not limited to, pictorial input, charts, maps, graphs, reader’ theater, sketch to stretch, webbing, semantic mapping. These strategies serve to allow English learners to respond, organize, and synthesize written information as they gradually acquire competence and confidence with the language. Candidates are required to purchase a packet that include the ELD standards and must address the standards in lesson plans in the classrooms in which they participate.

7A (c) Each candidate’s instruction and field experience include (but is not limited to) the following components:

Element 7A (c) i

Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts

Response:

A well designed, comprehensive literacy program must include a wide range of reading materials for students of varying reading levels, cognitive development, and ethnic, linguistic and cultural backgrounds. During seminars, candidates are introduced to a variety of genre, including narrative and expository texts and are required to keep individual lists of children’s literature as part of the independent reading assignment. Candidates are given a
list of literature selections reflecting cultural diversity developed by a former bilingual faculty member [Readings, Tab 57] and are introduced to literature anthology texts such as Huck, 1989; Temple, et al., 1998; and Goforth, 1998. These support materials augment the state-adopted materials used in most classrooms.

Criteria for evaluating children’s literature are disseminated in seminar, discussed and applied to a variety of literature selections by candidates throughout the year in lessons with children. [Assignments, Tab 14A] Candidates learn that any literature chosen for instruction and/or study should have universal themes, literary style, depth and sensitivity in characterization. Rich and varied literature selections are read by instructors, shared by candidates, and enjoyed by all involved.

Candidates are expected to use poetry, picture books, novels, plays, fantasies, science fiction, biography, historical fiction, folklore, myths and non fiction books in lessons, literature units, and units of instruction they plan, teach and evaluate in each of the three field placements. Favorite literature selections are discussed regularly by candidates in book talks, presentations and shared reading experiences during weekly seminars.

Literature provides readers with unique opportunities to reflect on their own experiences, investigate further the range of the human experiences, gain access to unfamiliar worlds, and develop their own imaginative capacities. Using literature selections during seminars, candidates explore and participate in a variety of techniques to become engaged actively with narrative text information and to respond to the ideas and concepts contained in rich literature selections. Many different meaning making strategies are introduced and practiced to develop candidate knowledge about motivating students, providing background information, drawing on experiences, providing overviews, making comparisons and contrasts, categorizing, understanding author voice and style and characterization. Through demonstrations and assigned readings, candidates learn techniques such as story frame, matrices, semantic maps, webbing, double entry journals, literacy discussion groups, Venn diagrams, quick writes and so on.

Several seminar sessions are devoted to developing candidates’ understandings about the differences between reading narrative and expository texts. Using texts in seminars, candidates learn a variety of content area reading strategies such as skimming, scanning, varying reading rate, previewing, using anticipation guides, graphic organizers, surveying techniques, study guides, reciprocal teaching and the use of questioning techniques. Candidates explore various text patterns (which will be discussed later in this document), learn pre-reading, during and post reading strategies that engage students actively in the process of reading expository texts. Note-taking and note-making are introduced and practiced by candidates in seminar sessions. Using overheads, charts and videos, candidates learn content reading skills that contribute to comprehension of expository texts (main idea; detail; sequencing ideas/ events; evaluating outcomes; following directions; reading critically; interpreting maps, graphs and charts; differentiating between fact and opinion; inference and interpretive comprehension skills).

Candidates observe guided and shared reading techniques in video presentations, during demonstrations and in field placements with cooperating teachers as models. Candidates are led to the realization that a variety of experiences and opportunities for independent reading encourages children to 1.) practice reading skills learned in guided and shared reading experiences and 2.) take responsibility for their own learning. Both help prepare children for “real world”, informational reading.

Independent reading plays a vital role in promoting students’ familiarity with language patterns, increasing fluency and vocabulary, broadening knowledge in content areas and motivating further reading for information and pleasure. Hence, candidates are taught to use inquiry reading, reading with stick-on notes, and audiotapes as strategies to encourage
children to read frequently, broadly, and thoughtfully. Candidates are expected to implement these techniques with students with whom they work in field placements, reflect on their experiences in journal entries, and read assigned text passages to develop further knowledge and skills related to developing and guiding independent reading.

Candidates often develop and teach literature units using an *into, through, and beyond* approach to foster students’ comprehension, vocabulary, and word analysis skills. The compendium in Tompkins’ (2003) text, one of the primary texts used in the reading courses to develop candidates’ knowledge and skills, contains a rich variety of excellent instructional practices designed to engage children actively in interactions with reading materials. Candidates read, discuss and apply these thirty-six practices (such as anticipation guides, author’s chair, book talks, echo reading, grand conversations, learning logs, mind portraits, quick writes, readers theater, story maps, word sorts, word walls, etc.) in instructional experiences with students, and also incorporate them into literature units of their own design.

**Element 7A (c) ii**

*Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.*

**Response:**

Research by Adams and Bertram, 1980; Anderson and Pearson, 1984; and Tierney and Cunningham, 1984, indicates that the process of constructing meaning through reading, writing, speaking and listening is based on the prior knowledge that individuals bring to the experience. Background knowledge, or prior knowledge, that the individual child has, as well as prior experience with text and/or topic are key considerations when planning relevant meaningful literacy experiences for children.

By participating in a variety of activities in class, analyzing text patterns, exploring various strategies (such as KWL, story mapping, predictions, preview and predict/question, purpose setting, brainstorming, quick writes, picture walks, role playing, realia), candidates learn the importance of establishing background knowledge to foster reading comprehension. This all-important role in developing reading comprehension is examined further in seminar discussions and in the readings assigned for EDTE 229C and EDTE 229D. [Syllabi, Tabs 30, 45]

Since vocabulary constitutes a major building block of language, candidates learn that vocabulary knowledge plays a critical role in reading comprehension. In addition to word analysis strategies such as context, syntax and grapho-phonemic cues, candidates are taught by demonstration, hands-on activities, and by viewing videos to use an explicit approach to develop vocabulary skills. Using seven different vocabulary strategies (visualizing, scaling, categorizing, translating, analyzing, demonstrating, inferring and analogies), instructors model, practice and review techniques for enhancing comprehension. Candidates are required to plan lessons which involve activities to develop children’s prior knowledge, make use of more than one modality and involve systematic presentation, reinforcement, review and assessment of carefully selected vocabulary words. Through critical examination of literature and texts, demonstrations and discussion in seminars, candidates learn to identify key vocabulary words, which influence story or expository text comprehension.

Using overheads, charts and actual texts during discussions on content area reading skills, candidates are taught various text structures. They read about the various text
structures/patterns in Tompkins' text (2001) and learn how to apply knowledge of text patterns to enhance the comprehension skills of children. Text patterns introduced include, cause/effect, comparison/contrast, problem/solution, simple listing (both sequencing and time order) and general/specific. Candidates learn to use text patterns to develop writing skills of students with whom they work on a daily basis. In addition, candidates learn a variety of comprehension strategies such as previewing, skimming, scanning, directed reading thinking, reciprocal questioning, advanced organizers, mapping, webbing and predicting to enhance text comprehension by participating in class activities and demonstrations.

In field placements, candidates then plan and implement lessons designed to develop the vocabulary abilities and enhance the comprehension strategies of students with whom they work on a daily basis, including the use of questions at a variety of cognitive levels, summarizing, and the three levels of comprehension: literal, inferential and evaluative. These lessons tend to occur more frequently in the second and third trimester esters during which candidates assume increased responsibility for instruction.

In seminars and field placements, candidates observe and participate in strategies such as KWL, Directed Reading Thinking Activities (DRTA), semantic mapping, concept webs, ReQuest, Reciprocal Teaching, and guided inquiry. Candidates then are required to implement such strategies to develop background knowledge, guide reading efforts, and enhance the vocabulary and comprehension abilities of students in classrooms.

Element 7A (c) iii

Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.

Response:

All candidates participating in the Tri-Placement Program component are required to have a kindergarten and/or first grade placement. Since oral language development is continuous and part of the daily curriculum at both grade levels, candidates have ample opportunity to observe cooperating teachers’ lessons and to plan lessons and meaningful, age appropriate activities such as plays, poetry recitations, group discussions, daily oral sharing experiences and readers’ theater that develop the oral language abilities of students.

Research is introduced to candidates that indicates that children’s verbal exchanges about content improve learning and increase their level of thinking (Marzano, 1990). The social nature of learning implies that, because each context is different, children must evaluate what to say, when and how, consider options and make choices. Learning rests on taking such actions. (Hansen and Graves 1993) Candidates learn that oral discussions serve to connect literature and other texts with a variety of experiences and prior knowledge, and thus maximize children’s learning. Candidates engage in small group and peer-to-peer interaction to gain additional information and valuable insight into the use of oral language in promoting the academic and social learning of all students.

Through discussions and assigned readings, it is emphasized strongly that oral language is the cornerstone of literacy experiences and an essential part of learning in classrooms and that regular opportunities to develop knowledge and skill in this area must be a vital component of a balanced, comprehensive reading program. Through demonstrations and examples, candidates are lead to discover that knowledge does not exist solely in texts or with individuals, but rather reflects the meanings that have been agreed upon and
negotiated by a group of people and that language is a tool for the construction process. At the upper grade levels, to which candidates are assigned for at least one of the three field placements, they frequently assist and/or plan activities with speeches, plays, oral interpretation of characters in novels and debate activities.

In seminars candidates explore ways in which oral language differs from written language, including syntax, semantics, use of dialogue, and the use of academic language. Through analysis of a variety of children's literature selections and expository texts, candidates explore the differences and acquire strategies to help students in the development of reading comprehension and oral language development.

During seminar lectures and discussions (EDTE 229D and EDTE 229C), candidates are led to discover the importance of developing oral language abilities in the primary language for second language learners. They learn how students transfer literacy competencies from one language to another, including factors that indicate English language learners' readiness to transition into English reading, positive and negative transfers, and scaffolding strategies. Candidates are taught the levels of language acquisition, pre-production, early production, speech emergence and intermediate fluency. [Syllabi, Tabs 30, 45]

From class discussions and through assigned readings, candidates learn to develop the oral language abilities of all students by 1.) modeling and demonstrating new vocabulary, 2.) creating many opportunities for children to use language in authentic contexts, 3.) providing a safe, anxiety free learning environment where risks are encouraged, 4.) building on prior experience, 5.) stretching students' proficiency by providing comprehensible input at levels slightly above current usage and through the use of positive, supportive language. Strategies such as rehearsal, group work and scaffolding are modeled and practiced in seminars. Candidates are encouraged to use props, visuals, charts, and realia in lessons designed to develop oral language abilities of all learners. They apply these strategies with children in field placements.

Element 7A (c) iv

Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions

Response:

During several seminars, from assigned readings in Tompkins (2003), Graves (1983) and Atwell (1987) and through daily journal entries, candidates reflect and practice various aspects of the writing process. They explore the concept that writing and reading are both constructive processes that when taught together improve student comprehension and achievement. By participating in collaborative, independent and shared writing experiences in seminars and by observing and practicing such techniques in field placements, candidates gain an understanding of effective instructional practices which may be used to develop the writing skills of children.

The various stages involved in the writing process, including pre-writes, drafts, revisions, editing, and publishing are explored using a variety of children's work samples and commercially produced videos. Candidates participate in various aspects of the writing process by observing and assisting with Writer's Workshop in field placements. Candidates are assigned regularly by cooperating teachers to plan and teach various skills, techniques or topics in mini lessons for children. Lesson plans become part of candidates' portfolios.

Candidates are required to collect writing samples to share in seminar discussions.
Children’s writing samples are used as a basis for assessment discussions to analyze the frequency and types of errors, note the patterns and skills used, and develop instructional plans to refine and expand writing skills.

Candidates examine the domains of writing that parallel types of texts read by children. The domains introduced are sensory/descriptive, imaginative/narrative, practical/informative and analytic/expository. Candidates analyze texts to find examples of each type of writing.

Organizing, conferencing, a detailed description of each stage of the writing process and specific strategies are introduced to candidates by Kathy Wainwright, a cooperating teacher in the Tri-Placement Program, who is a writing expert, Writing Project participant and mentor teacher in the Chico Unified School District. The seminar session is held in the cooperating teacher’s classroom to enable candidates to view the writing center, wall charts, organization, student samples, and student writing portfolios. [Readings, Tab 56]

In addition, during several synthesis assignments throughout the year, candidates participate in the writing process. They draft, revise, hone and polish philosophy statements, reading/language arts beliefs and cover letters. They share works in progress in class, peer-edit, and develop a writing rubric for use in evaluating their philosophy drafts. [Assignments, Tab 14B]

**Element 7A (d)**

For each MS Credential candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing including: phonemic awareness; direct, systematic, explicit phonics; and decoding skills including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing connected text.

**Response:**

In EDTE 229C seminars, candidates are introduced to the concept that effective, fluent readers must be able to perceive and produce the specific speech sounds of the English language and understand how the sound system works. To assist in early reading development, candidates are presented with information about how phonemic awareness skills develop and why such skills contribute to fluent reading.

Through seminar discussions, activities, and modeled techniques and from assigned readings, candidates learn that phonemic awareness, and other skills associated with learning to read, are best taught through systematic, explicit instruction. The reading instructor introduces text sets of children’s literature selections and state adopted reading materials, which are rich in examples of rhyming, alliteration, rhythm and phonological patterns. Candidates read, locate and share examples of each from picture books such as *Shoes* by Winthrop, *Who Said Red*? by Serfozo, “Fire, Fire,” Said Mrs. McGuire and *Brown Bear, Brown Bear* by B. Martin, *Walking Through the Jungle* by Harter, *The Animals’ Song* by Harter, and *Jamberry* by Degen. [Syllabi, Tab 30]

The reading instructor models techniques for assessing auditory awareness and discrimination of sounds in spoken language using techniques such as sound matching/comparison, sound blending, sound isolation, phoneme segmentation, deletion and substitution. (Yopp, 1995; Elkonan Boxes, & informal teacher constructed tests.) Candidates then apply these assessment strategies in daily interactions with individuals and small groups by using rhymes, alliterations, and specific phonemic awareness assessments. Since the Direct Teaching strategy (which is explicit instruction with guided
and independent practice components) is the first teaching strategy introduced to candidates and one that they are required to implement in lessons early in the first Trimester field placements, candidates have ample practice in the use of such effective instructional practices to develop beginning reading skills. Written lesson plans become part of the candidates' final portfolio. [Assignment, Tab 20, 20A]

To assist in building reader fluency and rapid, automatic decoding, candidates learn seven different ways to help students decode new and/or unfamiliar words: sound/symbol correspondence (phonics), picture clues, configuration, structural analysis, context clues, referent clues and the use of sight words. Each strategy is introduced, modeled and reinforced in seminar discussions and in text readings from Heilman, 2001; Baer, 2003; Tompkins, 2003. Candidates are expected to develop lesson plans using such word analysis strategies when working with children and to select and use decodable and predictable texts at children’s appropriate reading levels in field placements. They are observed and critiqued by supervisors as they apply them with children.

Time is devoted during seminar discussions to the introduction, review, and reinforcement of linguistic concepts/terms such as morpheme, phoneme, grapheme, consonant and vowel digraphs, diphthong, blend, onset, rime, orthography, syllable, onset, rime, homonym, homograph, affix, prefix, suffix, schwa, root word, vowel patterns and sounds. Candidates become familiar with techniques to develop student knowledge of these concepts. Concept development and concept attainment are introduced as viable strategies to enhance application of such concepts (Gunter 1995). To demonstrate knowledge of phonic principles, generalizations and terminology, candidates are required to take and pass a phonics assessment that has been a regular assignment for many years in EDTE 229C. [Assignment, Tab 12] To assist candidates in developing and practicing the use of linguistic terminology, several assignments are given in class. [Assignments, Tab 12A]

To understand that the complex task of learning to spell is gradually accomplished over a period of time, candidates in the Tri-Placement Program are introduced to scope and sequence charts outlining appropriate word patterns and selections. McCracken, 1992; Scholastic Literacy Place Spelling Program, 1998; Moats, 1997. Candidates learn through readings and during lectures that using a systematic approach to spelling in which patterns are introduced, reinforced and tested is an effective means of helping children develop spelling abilities. In addition, they are introduced to sources for spelling lists, such as words that follow the same spelling pattern, Latin/Greek roots, published word lists, high frequency words, words from children’s writing, rhyming words, color and size words, seasonal words, contractions, adjectives and comparatives.

Using samples of children’s writing, candidates learn to use spelling errors and applied knowledge to assess abilities/needs and plan relevant lessons for spelling achievement. Candidates are introduced to the stages associated with spelling development (Bear, 1995) and encouraged to use the information in the development of lessons for individual children. Candidates gather a variety of children’s writing to represent the various stages of development and share these during seminar discussions. Candidates learn to use a variety of multi-sensory techniques and strategies to enhance and refine spelling abilities. Assigned Readings from Tompkins (2003) support the seminar discussions and the many and varied activities and lessons developed by candidates for use with children in field placements. From seminar activities and readings, candidates develop an understanding that conventional spelling is reinforced by extensive independent reading and writing opportunities and are required to plan activities with children in field placements that foster such skills.

Candidates are introduced to the idea that learning to read is not an isolated task and that an effective, comprehensive literacy program provides multiple opportunities for integration
with all aspects of language learning, including writing. Candidates learn that both reading and writing are constructive processes which involve comprehension of ideas and when developed together foster communication skills. The connections that exist between the four cueing systems for both reading and writing (grapho-phonemic, syntax, semantic and pragmatic) (Tompkins, 2001) are explored in seminar discussions. Candidates are required to use writing activities and assignments to support the reading development of students with whom they work in field placements, as well as to support their own professional development. Tompkins, 2001; p. 12 “Twelve Strategies that Readers and Writers Use” chart is used to develop candidates’ understanding of the connection between the two language processes. Candidates then apply meaning making, decoding, language, study and reference skills in their instructional roles with students of varying reading abilities. The connection between reading and writing is incorporated into the Reading/Language Arts Plan developed by each candidate. [Assignments, Tab 16]

Element 7A (e)

For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.

Response:

During orientation seminar discussions held in August prior to field placements, candidates explore many complex factors which influence student reading behaviors and development as one aspect of the continuing discussions about the importance of accurate and thorough diagnosis in planning relevant learning experiences and promoting successful literacy development. [Program Documents, Tab 27D] In small groups, candidates brainstorm and record factors such as students’ physical, developmental and emotional states; literacy experiences, such as concepts of print and book knowledge; environmental factors; and the vitally important home environment. Literacy practices at home, parent expectations and involvement, parents’ literacy levels, books in the home, and languages spoken are presented and discussed as variables that profoundly influence students’ reading experiences both at home and school. In follow up discussions, candidates explore ways in which each factor can and does influence literacy development of children of varying levels. These concepts are further explored in EDTE 229D [Syllabi, Tab 45]

Discussions about assessment, diagnosis, and evaluation begun in the undergraduate prerequisite course EDTE 289C [Syllabi, Tab 44] are continued throughout the professional preparation year. Care is given to define each concept and to help candidates distinguish between and among the terms and practices. The role of assessment in guiding instruction is emphasized throughout the year of professional preparation. Candidates learn that diagnosis is continuous, must include a variety of sources and activities, and should reveal students’ strengths, as well as needs. Over the course of the year, candidates grow in their understanding that accurate interpretation of data gleaned during the evaluation process is necessary to make appropriate and relevant decisions on to foster literacy skills, promote English language development and plan meaningful learning experiences for all students.

In examining the importance of the home-school connection in literacy development, candidates are assigned to read chapters in Tompkins, 2003; and Hieber and Raphael, 1998; in which strategies are presented for integrating literacy practices of home into the classroom. Because of the in-depth experiences in classrooms from the onset of the school year, candidates participate in meeting and greeting parents, Kindergarten Round-up, Open house, Back to School Night, Individual Educational Plan meetings (IEP), Student
Study Team (SST) sessions, and parent conferences, both formal and informal during Trimester I. By design, cooperating teachers regularly include candidates in all aspects of the diagnostic process including information about students’ home environments. Several of the cooperating teachers who participate in this program hold parent conferences in students’ homes, providing opportunities for candidates to experience, first hand, the home-school connection. Most cooperating teachers are in regular communication with parents of their students via newsletters, telephone calls and/or daily face to face interactions. During candidates’ solo experiences, they are expected to continue communication with parents via newsletters, phone calls and/or daily interactions at school.

In addition, it is important for candidates to understand and appreciate the literacy practices present in homes of students with whom they work. Therefore, candidates are encouraged to: 1.) engage in conversations with children about literacy practices at home, 2.) work with one or more of the Hmong/Spanish liaisons present in the schools, 3.) apply their knowledge in lessons with children.

One of the schools which participates as a partner with the Tri-Placement Program in the professional development of candidates, Emma Wilson Elementary, has an excellent school wide program in which parents are taught how to read with children including strategies to use, questions to ask to guide reading, and appropriate literature to select. Candidates placed at this school site experience the program first hand, and other candidates observe such practices during assigned observations. In all other schools to which candidates are assigned, there are home-school connections in the form of school-home book reading extensions, in which children take home books in book bags for reading practice at home.

Through assigned readings, lectures and videos, candidates learn a variety of assessment strategies such as running records, retellings, anecdotal records, cloze tests, writing samples and interest inventories which inform teachers of what students know and can do during reading/writing experiences. Candidates are lead to the realization that such assessment practices permit teachers to plan relevant and meaningful learning experiences for each student in the process of learning to read.

In class, candidates are introduced to commercially produced Informal Reading Inventories such as Silvaroli, Ekwall, and Bader. Using the word lists and passages on such instruments, they learn how to use this diagnostic tool to determine the independent, instruction and frustration reading levels of children and to use such information in planning lessons, selecting materials and developing skills. Candidates are required to practice using these assessment techniques and then apply the strategies with individual students in classrooms. A formal, comprehensive report (case study) of an individual student’s reading performance, using a variety of assessment tools, and recommendations for future instructional practice is required of each candidate in EDTE 229C. [Assignments, Tab 6]

Candidates learn that the first level of intervention is a classroom with a powerful reading/language arts program that is rich in written and spoken language and instruction. From field experience and during seminar discussions, candidates recognize that for some students, early intervention techniques are necessary and important. Such techniques include, but are not limited to concepts about print, reading aloud, shared reading, explicit skill instruction, shared writing, interactive writing, guided writing and the use of appropriate levelized text during independent reading.

Eight years ago, the kindergarten and first grade staff at Durham Elementary, one of the schools collaborating with the Tri-Placement Program developed an excellent early intervention program in which all first graders enrolled in the school participate. In their “Reading Discovery” program, all first grade students are assessed (using running records,
high frequency word lists, the DRA, and writing samples) early in the year to determine strengths, needs and interests, assigned to one of ten reading level groups and instructed daily for one half hour by one of the ten staff members. Instruction consists of a modified set of Reading Recovery strategies with decodable, predictable texts chosen to match the instructional levels of each child. Assessment is continuous and groups are reorganized collaboratively every six weeks. Candidates in the Tri-Placement Program who are assigned to one of the six cooperating teachers who participate in this “Reading Discovery” program, experience and practice a variety of effective beginning reading strategies with children from diverse language, cultural and socio-economic backgrounds. Other candidates often observe one or more small group instructional sessions as part of their observation assignment. [Assignment, Tab 13]

Because candidates begin the school year in August in cooperating teachers’ classrooms and participate in two other classrooms on a daily basis through May, they regularly observe and apply a variety of diagnostic techniques and strategies for collecting information about students’ needs, abilities an interests, and use such information to guide instructional practices and plan meaningful learning experiences for students of varying ability levels and backgrounds.

Element 7A (f)

For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties and students who are proficient readers.

Response:

All candidates who participate in the Tri-Placement Program are required to take ENGL 121 and ENGL 232 [Syllabi, Tabs 38, 39] as prerequisites for entry into the program. These companion courses serve to develop candidates’ knowledge of the principles of the English language, language acquisition theories, historical changes in language, social and geographical dialect diversity, issues of language in social and institutional settings such as schools, and theories of second language acquisition and their relationship to pedagogical practices with second language learners. ENGL 232 has a practicum associated with it in which candidates work with English learners in conversation and/or tutoring sessions. Candidates examine the history of language teaching approaches and current understandings about the fundamental role of comprehensible input, meaningful contexts, feedback and social interaction, content and task-oriented classroom discourse and the pedagogical contexts for appropriate form-focused instruction and explicit feedback on errors. Concepts and ideas discussed in these two prerequisites courses are further explored in EDTE 229D taken by all candidates during the professional preparation year. [Syllabi, Tab 45]

Faculty who instruct and supervise candidates in the Tri-Placement Program believe all prospective candidates must develop an understanding of what is involved in the reading process before they can become effective teachers of reading, ready to develop the skills and abilities of children. Toward that goal, candidates are assigned readings which represent a variety of perspectives, participate in class discussions and synthesize their new understandings in a paper that becomes a set of beliefs about reading/language arts included in their language arts plan. [Assignments, Tab 14]

Through assigned readings and during discussions, candidates investigate a variety of theories related to reading and language development. They examine cognitive psychological theories, schema theory, assimilation and accommodation theories,
constructivism, interactive theories, the theory of automaticity and metacognition as aspects of the reading process. They analyze and synthesize concepts of immersion, demonstration, engagement, and approximations as conditions necessary for learning to read. Candidates are lead gradually to the conclusion that an understanding of the reading process is an essential aspect of preparing to be successful teachers of reading.

Until and unless a basic understanding of the structure of the English language is acquired and a sense of what is involved in the reading process developed, it is difficult, if not impossible, for candidates to plan relevant lessons, develop useful activities, and teach strategies to the wide range of abilities, language levels and interests of the students with whom they work in field placements. As the author of the text, “Teaching Reading in the 21st Century,” Graves, 1998:2; so aptly admonishes, “…regardless of what you learn about the specifics of teaching reading from this text, your university courses, in-service sessions, conferences and discussions with other teachers, much of what you do in the classroom will result from your personal understanding of the reading process.” Hence, in seminar discussions, journal reflections, and in written assignments considerable time is devoted to building an understanding of how children learn to read.

Additionally, in the prerequisite course, SPED 143, [Syllabi, Tab 43] which all candidates are required to take prior to enrolling in this professional preparation program, theories, sequence of development and terminology related to language development are explored during class lectures and assigned readings. Strategies for working with a variety of children, including those with special communication needs, are discussed in class, explored in readings [Readings, Tab 36], and assessed in written tests. Candidates then apply these strategies in classroom placements with children who are mainstreamed into the program.

Candidates continue to develop knowledge and strategies for working with diverse student populations during EDTE 229E, the mainstreaming component of the Tri-Placement Program. During discussions and assigned readings, candidates identify, observe and practice strategies for modifying curriculum to ensure all learners have access to basic curriculum and to develop the skills and abilities of individual students. Students are required to turn in observations, attend IEP and/or SST meetings and complete an interview with a special educator. [Syllabi, Tab 32]

As stated previously in the Response to sentence one of the standard, in both EDTE 229C and EDTE 229D [Syllabi, Tabs 30, 45], candidates learn and apply a variety of strategies with English learners, struggling readers, as well as with those students those who read proficiently. It is emphasized regularly that a balanced comprehensive program must include activities, strategies and materials for students at all reading levels. Candidates demonstrate their familiarity with such strategies during guided reading lessons with small groups, in their Language Arts Plan and in the planning and teaching that occurs during daily teaching experiences. [Assignments, Tab 16]

Element 7A (g)

As a specific application of Common Standard 2, the institution provides adequate resources to staff reading and language arts courses, including sufficient numbers of positions for instructional faculty and field supervisors. In order to deliver appropriate instruction and support to candidates, the program provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between course work and field experiences pertaining to reading and language arts instruction.
Response:

California State University, Chico provides staffing for teacher education, including all functions related to professional preparation—Course work, field work, and program coordination—on approximately a 13 to 1 ratio. Course work is generally delivered with cohorts of 20 to 30 candidates. Field work, during early segments of professional programs, is staffed on a 3 to 1 ratio (where faculty receive one unit of teaching credit for each three candidates assigned) and on a 2 to 1 ratio during the later segments of the professional program, including student teaching. The remaining resources are used for program planning and program coordination.

Each full-time faculty member receives three units of load credit for planning, advising, other related duties. Regular faculty who staff professional programs are appointed consistently over long periods of time providing a great deal of continuity. Part-time, adjunct faculty, who are teachers in local school districts, assist in the delivery of course work as described in this document. Their role is limited to specific presentations of content that supports the regular instruction. There are sufficient resources allocated to the School of Education to “provide sufficient resources to build communication and cooperation between faculty members, school district personnel, and classroom teachers,” to provide candidates with meaningful connections between course work and field experiences related to reading/language arts.

Element 7A (h)

As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods course work, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.

Response:

With the increased emphasis on reading/language arts in the nation and particularly in California, faculty members associated with the program have made every effort to remain current and up to date on recent research findings related to the teaching of reading, to continue to read widely and from a variety of sources and to participate actively in a variety of workshops, both locally and around the state. Hence, the reading/language arts component of the Tri-Placement Program reflects in practice, required assignments, and information presented the current provisions mandated by recent legislation and addressed in a variety of state documents. Course designers are well aware of the content specifications of the RICA, participated in the survey sent by the task force in the development of the RICA, and chose to build the ten content areas into reading seminar discussions, text and article readings and class assignments this year. [Syllabi, Tab 30]

By written correspondence and during three-way conferences, cooperating teachers are apprised of the ten content areas describing the knowledge and abilities needed by beginning teachers and the four domains stated in the Reading Instruction Competence Assessment (RICA) Content Specifications document (Adopted by CTC January 8, 1998). [Program Documents, Tab 39] Candidates are required to develop a RICA binder in which pertinent information is kept regarding the domains and content areas. [Assignment, Tab 10A]

Prior to entering a professional preparation program, each candidate engages in a number of prerequisite courses and field experiences that lead to competence in the teaching of
reading/language arts or demonstrate this competence through examination. A student who selects the Liberal Studies Major completes course work in which he/she acquires knowledge of basic linguistics concepts (English 121) and knowledge and practice related to working with English language learners (English 232). Further, the candidate acquires basic principles of learning, including developing knowledge of cognitive development, in a course entitled Psychology of Learning (Psychology 214). Understandings about working with special populations in gained in an overview to special education (SPED 143). In the course specific issues related to special populations are discussed, including matter related to the conditions of the learner and specific methodologies designed for special populations. Additionally it provides a bridge to increase field experiences in that it addresses curricular issues for all learner populations, including special populations. Candidates engage in the study of how culture and language influence learning to read while enrolled in EDTE 229D. This provides another bridge for the candidate by connecting the knowledge acquired in the linguistic and second language courses (English 121 and 232) and practices of pedagogy.

Element 7A (i)
The field experience site placement(s) and/or supervised teaching assignment(s) of each MS Credential candidate include(s) extended experience in a linguistically and/or culturally diverse classroom where beginning reading is taught.

Response:

While the Chico and Durham area schools, where candidates are placed for three field experiences, do not have the enormous ethnic diversity found in many urban areas, the region is changing rapidly with growth. There are significant Hmong and Hispanic populations (up to 30%) in several of the schools to which candidates are assigned. In addition, with the presence of the university close by, there is quite a large international population represented in several of the schools. There also is a wide range of socio-economic levels represented by the children in many of the area schools. The rural nature of some of the schools offers another kind of diversity for many of the candidates enrolled in the program. Thus, candidates participate in classroom settings with children who represent a variety of diverse backgrounds, culture and language groups, and who bring a variety of needs and skills to the school experience.

By design, tradition and philosophy of this program component, all candidates must have a kindergarten and/or first grade placement as one of the three field placements. The Tri-Placement Program is fortunate to have a large pool of highly qualified teachers at both levels. Seven of the cooperating teachers have been trained as Reading Recovery teachers, several are mentor teachers in the area of reading/language arts for the district and all have participated in a variety of literacy workshops and projects in the recent years to enhance their abilities and their understanding of how to work with the changing school population.

As previously mentioned, at Durham Elementar, one of the schools participating with the Tri-Placement Program, all ten kindergarten and first grade teachers participate one half hour each afternoon in a “Reading Discovery Program” designed specifically to enhance the reading/writing skills of the first graders enrolled in the school. Candidates who work in the classrooms at that school site have many opportunities to observe and participate in this dynamic, well-designed, early intervention reading program. Other candidates often make a point to observe the effective instructional techniques practiced in this program and record their experiences as part of the observation assignment. [Assignment, Tab 13]

In addition to working in a kindergarten and/or first grade classroom, many candidates choose to spend additional time with one or more of the Reading Recovery teachers in
observations or have a modified assignment with a Reading Recovery teacher where beginning reading strategies are used with individual and small literacy groups. Candidates, thus, gain additional experience with guided reading strategies, the use of graphophonemic, syntax and semantic cueing systems, connecting reading and writing, predicting, rereading techniques, picture walks, decodable texts, and other beginning reading strategies.

**Element 7A (j)**

As a specific application of Common Standard 8, the institution collaborates with district personnel in establishing criteria for the selection of classroom teachers to supervise candidates. The program provides for careful and thorough communication and collaboration among field site supervisors, student teaching supervisors, and reading methods course instructors to assure modeling of effective practice, monitoring of candidate progress, and the assessment of candidate attainment of performance standards in reading, writing and related language instruction.

**Response:**

For many years, by established practice, careful design, tradition, and program policy, university faculty members have worked closely with administrators at each of the public school sites to identify and select skillful, capable cooperating teachers to work with candidates participating in the **Tri-Placement Program**. Through the years, the program has developed an excellent corps of highly effective cooperating teachers who work on a regular basis with candidates, always with the knowledge, recommendation and approval of the building principal. As stated in Standard 1, several cooperating teachers with unique experience and expertise participate in the delivery of relevant course content during weekly seminars.

Cooperating teachers submit an application form indicating their strengths, experiences and special credentials held. These are kept on file in the program office and updated as necessary. *[Program Documents, Tab 27B]*

Cooperating teachers work with, mentor, and share instructional responsibilities with one, two, and in some cases, three different candidates during one academic year. Considerable time, energy and effort are devoted to matching candidates with appropriate cooperating teachers since this relationship plays such a vital role in the preparation process for beginning teachers. Candidates’ and cooperating teachers’ needs, strengths, interests, personalities and talents are taken into consideration when making field placements.

Because university faculty involved in teaching course work also supervise candidates in field placements, there is continuous, frequent, and meaningful communication between university faculty and cooperating teachers involved in teacher preparation. Through formal and informal conferences and weekly classroom visits, information, goals, and ideas are shared and exchanged regularly among and between program faculty and cooperating teachers. As stated previously, conferences are held at least twice each trimester in which students’, university instructors’ and cooperating teachers’ goals are shared. Discussions focus on what the candidate has accomplished and future growth areas. *[Program Documents: Goal Sheets, Tab 27]*

University faculty are in classrooms on a weekly basis observing and critiquing candidates’ lessons and interacting with cooperating teachers, hence, numerous opportunities to observe and support cooperating teachers’ teaching practices exist. Information about each candidate’s progress, assessment forms, weekly written feedback, and other relevant information are kept in a folder that follows the
Assessment of candidate progress is also ongoing, frequent and represents a collaborative effort by university faculty, cooperating teachers and candidates themselves in self-evaluations. [Assessment, Tab 23, 23A, 25, 26] Each trimester candidates video tape themselves working with small groups, individuals and the class as a whole and develop a written critique of their efforts, insights, and targeted growth areas. [Assignment, Tabs 3, 19] Candidate outcomes, competencies and skills are measured in a variety of areas over the course of the year. Information about candidate growth and progress is categorized into three major areas: Assessment Practices, Seminar Assignments and Experiential. The criteria for each assessment practice is explained carefully to candidates and cooperating teachers in written form and during three-way conferences. [Assessment, Tab 23]

In addition, faculty members involved in the Tri-Placement Program have served on assessment teams at participating school sites, presented reading/language arts workshops for staff members, subbed in classrooms, taught demonstration lessons, mentored beginning teachers and served on District Language Arts task forces. Many of the cooperating teachers have participated in a clinical supervision workshop taught by one and/or both faculty members. Forms for evaluating candidate growth and progress were developed in the workshops and are included in the Cooperating Teacher Handbook.

To assess and evaluate growth and progress, candidates collect materials and prepare portfolios for review at exit interviews held in May. Used to chronicle the year of professional development, they include examples of children’s work, the interactive response journals, video tapes and accompanying evaluations, audio tapes, lesson observation critiques, lesson and unit plans, photographs, case study of child’s reading behaviors, art projects, samples, synthesis papers (management plan, philosophy and language arts plan), annotated response cards for assigned/selected readings, letters of reference, notes and drawings from children, classnotes, exams and narrative text describing each selection included. At the final, one-hour exit interview held at the end of May and early June, each candidate individually shares his/her portfolio and describes how the various items selected are representative of the Teacher Performance Expectations and competencies acquired throughout the year of professional preparation. [Assignment, Tabs 20, 20A, 21]

Over the past three years, faculty involved in the Tri-Placement Program has modified evaluation forms used to monitor candidates’ progress and growth in the area of reading/language arts. The intent was to include items on evaluations forms that reflect the four domains and the content specifications contained on the RICA and to include the ten categories (knowledge and performance objectives) of the Tasks, Knowledge and Abilities (TKA). Candidates will gather and record evidence in each area and include this information as part of their final portfolio review.

The structure, philosophy, and organization of the Tri-Placement Program ensure that university course work, including readings, texts, discussions, speakers and assignments, is tied closely to relevant, meaningful field experiences. Throughout the year of professional preparation, candidates practice and apply immediately the information, ideas, strategies, and techniques learned in course work with children from a variety of diverse backgrounds. A significant component of each seminar session is the sharing of experiences, questions, and clarification of concepts, ideas and strategies presented in class. Candidates share examples of children’s work, successful ideas, and materials discovered and used in cooperating teachers’ classrooms.

As previously mentioned, practical field experience and strong communication bonds between and among candidates and instructors begin in the year preceding entry into the
program. Potential student teachers participate in an introductory course taught by one of the instructors in the Tri-Placement Program. Each applicant enrolled in EDTE 289C [Syllabi, Tab 44] is paired with a candidate currently participating in the program who serves as a mentor, guide and model in the field placement for a minimum of two hours each week. Many applicants spend additional hours each week in the placements. Students enrolled in this prerequisite course, thus, gather a wide range of information about organizing a classroom for instruction, working with small and large groups of students, classroom management strategies, reading techniques and so on. They also gain valuable insight into the role of student teacher, the quality and quantity of supervision, and the commitment required for the professional preparation year. Being mentored by a peer affords a variety of useful and relevant learning opportunities.

Because candidates are in field placements four days each week (eventually increasing to four and a half days after Trimester I) from the first week of the school year, they are considered key members of instructional teams and are valued for their contributions, ideas, resources and sharing in all instructional decisions. Throughout the year, candidates complete running records for individual students, administer observational surveys, give spelling tests, lead reading groups, share big books, assist in the development of plays and readers’ theater, plan and implement literature units, read orally, assist in the development and implementation of literacy centers, teach writing skills in writer’s workshop and incorporate writing as a means of responding to literature and content information. In essence, during the professional preparation year, candidates participate in and develop all aspects of a well-designed, comprehensive literacy program. They chronicle their experiences in the final portfolio they prepare prior to exiting the program.

Candidates participate regularly in weekly planning sessions with cooperating teachers, attend staff meetings, conferences and experience school site and district in-services. With the added emphasis on reading and literacy development, the in-services this year in all schools have been devoted to learning about new literacy programs, effective strategies and ways of organizing the classroom for effective literacy instruction. Much of what is discussed in seminars is corroborated by current discussions and practices on school sites and in classrooms.

Cooperating teachers are kept apprised of goals for candidates each trimester during three-way conferences that are held regularly at the beginning and end of each candidate placement, during weekly visits by supervisors, and in information provided in the Cooperating Teacher Handbook.
Program Standard 8-A: Pedagogical Preparation for Subject-Specific Content Instruction by Multiple-Subject (MS) Candidates

8A(a) **Mathematics.** During interrelated activities in program course work and field work, MS candidates learn about the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding of the logic and structure of mathematics; and problem-solving skills in mathematics. They learn to (1) recognize and teach logical connections across major concepts and principles of the state-adopted academic content standards for students in mathematics (K – 8), (2) enable K – 8 students to apply learned skills to novel and increasingly complex problems; (3) model and teach students to solve problems using multiple strategies; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among K – 8 students; (5) design appropriate assignments to develop student understanding, including appropriate problems and practice; and (6) interrelate ideas and information within and across mathematics and other subject areas.

In the **Tri-Placement Program**, preparing candidates to teach mathematics is approached from several perspectives. First, in seminar discussions, candidates are guided through a review of their knowledge of diagnosis, planning, teaching, and assessment strategies learned in language arts. They are prompted to view similarities and transfer across disciplines where appropriate. By helping candidates conceptualize and define good teaching practices, they are better able to build upon prior knowledge and experience.

Specific to mathematics instruction, candidates explore the California State Frameworks, and NCTM and district standards. Kennedy and Tipps, 1999; chapter 2 [Readings, Tab 51] helps candidates identify the elements needed for a comprehensive mathematics program. Through class discussion and journal entries, candidates examine the math programs in their own classrooms and explore their own attitudes and feelings about math, math programs, and their personal responsibility to help each learner develop positive and effective approaches to the subject. [Assignment, Tab 9]

Candidates are guided to evaluate the district adopted curriculum materials being used in their classrooms. Seminar discussions on the developmental nature of mathematics learning remind candidates of the need to move from the concrete (manipulative) to the abstract. They practice analyzing math tasks to determine the necessary prerequisite skills and abilities or learners and identify these on lesson plans. Diagnostic materials and/or activities selected by the candidate are included on lesson plans and/or discussed with the cooperating teacher. They are used to assess the skill levels of all students including ELDs and those with special needs in order to guarantee that all learners will have the opportunity to be successful. From their repertoire of instructional strategies, candidates then select the one(s) best suited to the type of lesson needed. By selecting from an assortment of instructional strategies those best suited to the concepts being taught and matching these to the identified needs and interests of the learners, the candidates and the students are better assured of success. [Syllabi, Tab 29A]

Candidates utilize district grade level content standards, the adopted text and supplementary materials, and State frameworks as well as other resources to plan and organize mathematics instruction. Candidates work with cooperating teachers to select daily lesson objectives and plan lesson activities and experiences that will engage all learners and make the content accessible to all. Recognizing that math is a language common to all cultures, candidates employ many of the strategies learned in the EDTE 229D and EDTE 229E classes to ensure the success of ELD and special needs learners. In seminars, candidates discuss the role of mathematics instruction in problem solving. They learn how to help students develop strategies for solving mathematics problems.
Candidates also explore the NCTM standards relating to the roles of mathematics in communication, reasoning, and daily activities. (Kennedy and Tipps Chapter 6). [Readings, Tab 51]

Candidates constantly assess the current skill and knowledge levels of their students. They use such informal assessment strategies as observation, interviews, math journals, and games and activities. Standardized test information, publisher assessment materials, teacher made tests, and a variety of in-class tasks help candidates to be aware of the current skill levels of their students. Problem solving opportunities, moving through the concrete to abstract continuum, and providing real-life application of concepts provide additional diagnostic and assessment information. Ashlock’s book, *Error Patterns in Computation*, helps candidates examine students’ work to ascertain how procedural errors are being made so they can be corrected. [Readings, Tab 52]

Throughout their classroom placements, candidates are engaged in mathematics instruction with individuals, small and large groups, and whole class. From individual, specific, text-based, direct instruction experiences with individuals or small groups in the first placement, candidates gradually design supplemented units of instruction in math or math concepts correlated with other studies. They utilize a repertoire of instructional strategies [Assignments, Tabs 5, 21A] and provide carefully structured activities to help children acquire both accurate information/skills and applicable processes to be utilized throughout students’ school and lifetime experiences. (trimester calendars, seminar focus, unit plans)

Candidates develop a “bag of math tricks” that can be adapted or modified to make content accessible to all students. They develop a clear understanding of the developmental and hierarchal nature of mathematics knowledge. They recognize the role of the teacher in fostering positive attitudes. They select from a repertoire of strategies, those that are best suited to helping all students become competent in computation, problem solving, reasoning, and math applications at the level required by district and state standards.

**8A(b) Science.** During interrelated activities in program course work and field work, MS candidates learn to (1) relate the state-adopted academic content standards for students in Science (K-8) to major concepts, principles and investigations in the science disciplines; (2) plan and implement instruction in which physical science, life science and earth science standards are achieved in conjunction with the investigation and experimentation standards in the science subjects (K-8); (3) plan and organize effective laboratory and field activities in which K-8 students learn to ask important questions and acquire increasingly complex investigation skills; and (4) to interrelate ideas and information within and across science and other subject areas.

Candidates begin their professional preparation with either the required subject matter courses in the physical, life, and Earth sciences (basic and upper division courses in Biology and Physical Science and a fifth Science course in Ecology/Environmental Science) or a satisfactory performance on the MSAT. The subject matter science courses are designed around two primary functions: helping potential teachers understand the science concepts involved and familiarizing them with the California K-8 content standards. Once in the professional program, students more closely examine the specific content standards for the grade(s) they teach and are involved in science instruction both as a scientific process and as a source of content knowledge.

Candidates use as their primary references the California State Science Framework, the district curriculum guide and standards, state-adopted texts and materials in use in the classrooms, and supplementary materials and kits such as FOSS, ESS, SCIS, AAAS. They also use as a pedagogy reference, *Sciencing: An Involvement Approach to*
As with all other content areas, candidates are challenged through journal entries, seminar discussions, and guided observations to transfer to the teaching of science what they know to be good teaching practice in general. Using Gunter, candidates review the applicability of such instructional strategies as Concept Development, Cooperative Learning, and Guided Discovery [Assignment, Tab 1B, Readings, Tab 53]. Seminar discussions address issues of accessibility for ELD and special needs students [Cain, Chapter 7, Tab 61]. Candidates explore the degree to which the hands-on, manipulative approach to science can serve as a valuable tool for any student who learns best via the kinesthetic modality.

Candidates review assessment strategies paying particular attention to students’ developmental levels [Cain Chapter 1, Tab 61]. They apply a variety of the previously learned strategies to determine children’s readiness levels, modalities, and interests. In their classroom teaching, candidates demonstrate via their plans and observed instruction that they are able to apply what they know about students and what they understand about science content, process, and knowledge. Objectives must be clearly defined and the most appropriate instructional strategies and activities must be selected.

As part of the lesson and integrated unit planning required in all three trimesters, candidates demonstrate their abilities to plan discrete science/investigation experiences, science specific units, and science strands within larger content integrated units. Through this teaching, candidates demonstrate their understanding of science as both an investigative, critical thinking process and a content knowledge subject. In their lesson critiques, journal entries, and/or videotapes, candidates regularly self-assess their science instruction and seek to encourage and retain the natural curiosity and enthusiasm of children toward understanding the world around them.

Correlated unit plans incorporating several areas of instruction most often include areas of the social sciences and fine arts. Using the state adopted materials and standards, as well as district grade-level standards, candidates either assist with social studies lessons (trimester 1) or plan and teach units for longer periods of time (trimesters 2 and 3). [Assignment, Tab 18]

Along with the problem solving and logic learned in math, the scientific process and inquiry skills developed in science, and the comprehension, critical thinking and interpretation skills developed in language arts, candidates guide students to bring all these abilities to bear in the social studies.

Utilizing higher level questioning skills candidates challenge learners to go beyond recall and to analyze, synthesize, and evaluate what they learn. Developing a variety of questioning strategies and techniques is a trimester focus for Trimesters II and III. [Program Documents, Tab 27] By requiring candidates to be critical thinkers and to make careful, reasoned choices, they learn to help children do the same. Seminar debates and
discussions, debriefings of specific events for which no “one right answer” exists, and requiring candidates to identify and define the rationales and reasons for choices accentuates the emphasis on critical thinking. Content area reading skills focus on critically examining text for literal, inferential and critical levels of understanding. [Syllabi, Tab 30]

For several seminar sessions, one of the cooperating teachers in the Tri-Placement Program who has expertise in the social science area presents information on cultural universals and how to incorporate higher level thinking skills into correlated units of instruction. Candidates are also introduced to the Subject Matter Project on campus, Resources in International Studies in Education (RISE) that provides resources, literature, information and artifacts to build background knowledge and enable candidates to teach immigration, cultural information, and issues of diversity using a global perspective.

For ELD and special needs students, the correlation of the social sciences with fine arts and science makes opportunities for non-verbal and supported learning more obvious.

Using Guided Inquiry techniques as well as Cooperative Learning, and many of the GLAD strategies, curriculum is more readily accessible for all learners and assessment may be easier for the candidates. For students whose language skills are still being developed, these opportunities to experience and perform in supported lessons permits them to demonstrate what has been learned in ways that candidates can observe and assess.

8A(d) Visual and Performing Arts. During interrelated activities in program course work and field work, MS candidates learn specific teaching strategies that are effective in achieving the goals of artistic perception; creative expression; understanding the cultural and historical origins of the arts; pursuing meaning in the arts; and making informed judgments about the arts. In the program, candidates learn to teach how various art forms relate to each other, other subject areas, and to careers.

Throughout their planning, candidates are encouraged to move from the didactic to the interactive whenever practical and appropriate. In addition to the knowledge gained in their subject matter courses, candidates are required to become familiar with and apply the visual and performing arts state and district standards. Candidates are able to use the arts as a means of expression while simultaneously teaching concepts. By frequently correlating fine arts with other content areas as parts of a unit of study, candidates learn to use artistic expression as a vehicle for learning. By working with and/or observing the highly skilled fine arts specialists, candidates learn specific techniques, content, and strategies.

The opportunities in music, arts, drama, and dance may provide for the special needs and ELD student an ideal vehicle for expressing and demonstrating knowledge. As universal languages, these media permit children to provide for candidates, information about what has been learned that more traditional assessment strategies would not offer. The added benefits of success for students and the resulting affective environment associated with school can only be viewed as positive.

8A(e) Physical Education. During interrelated activities in program course work and field work, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the development of a variety of motor skills and abilities in students; student recognition of the importance of a healthy lifestyle; student knowledge of human movement; student knowledge of the rules and strategies of games and sports; and student self-confidence and self-worth in relation to physical education and recreation.

PHED 102 [Syllabi, Tab 47A] is part of the Liberal Studies subject matter program. In this
class, candidates learn the content, skills, and strategies for physical education instruction in grades K-8. Once in the professional program, the physical, emotional, social development of children as it pertains to physical education is revisited. In addition, candidates work with or observe physical education specialists in the schools. The district and state physical education content standards are used to incorporate appropriate physical activities and skills into such units as social studies, science, and fine arts. The health and psychosocial benefits of a good physical education program are emphasized in seminars and classroom observations of lessons. Candidates learn to apply the principles of human growth and development to selecting and providing activities for children in all content areas. Planning lesson activities that are consistent with the expected physical maturity of the age level with which they are working allows candidates to successfully meet the needs of all learners. Including physical education lessons and units as part of the regular teaching routine challenges candidates to correlate district standards in physical education with units in science, math, social studies or other content areas. The physical nature of many activities provides for ELD students a natural opportunity to succeed. For special needs students, some adaptation of activities may need to be planned in conjunction with resource information and assistance.

8A(f) Health. During interrelated activities in program course work and field work, MS candidates learn content-specific teaching strategies that are effective in achieving the goals of the acceptance of personal responsibility for lifelong health; respect for and promotion of the health of others; understanding of the process of growth and development; and informed use of health-related information, products, and services.

Health Science 260 is a required prerequisite course for the professional education program. In this class [Syllabi, Tab 41] the content and rationale for health education are explored. Controversial topics such as substance abuse, smoking, sexual activity, and lifestyle choices are discussed. These same topics are addressed in professional seminars as they relate to appropriate modeling, parent conferencing, student referrals for special help, and counseling. Specific adopted programs are shared and state and district standards are reviewed. Classroom teaching opportunities are encouraged both directly and indirectly. The benefits of healthy, responsible choices are promoted as they are appropriately included in units of instruction throughout the curriculum.

Because some of the topics that fall within this curricular area are sensitive and values specific, seminar topics deal with many of the ethical and philosophical questions of societal, family, and personal values as they relate to classroom instruction. Special emphasis on cultural differences and the need for acceptance while still maintaining the role of responsible adult are discussed.
Program Standard 9: Using Technology in the Classroom

Through planned prerequisite and/or professional preparation, each candidate learns and begins to use appropriately computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge of current basic computer hardware and software terminology and demonstrates competency in the operation and care of computer related hardware. Each candidate demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of technology. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Each candidate is able to select and evaluate wide array of technologies for effective use in relation to the state-adopted academic curriculum.

Response:

Prior to beginning a professional preparation program in the Department of Professional Studies in Education, all candidates must complete or waive (based on demonstrated competence) CSCI 10, Computer Literacy. This basic computer competency course is an "Introduction to the computer…history of the computer, review of hardware, software, and a range of applications..." (CSU,C catalog 2001-2003) The course also includes consideration of “…the social impact and future of computers for communication systems...” It teaches “…an integrated software package for word processing, spreadsheets, databases, and presentations…” In addition, students must be proficient at email and internet information retrieval.

Following this response is a matrix that was submitted with CSU,Chico’s CCTC approved Technology Standard 24.5: USE OF COMPUTER-BASED TECHNOLOGY IN THE CLASSROOM (January 2001). Included in column 2 on the matrix is the letter of the corresponding Standard 9 Program Element from the Standards of Quality and Effectiveness for Professional Teacher Education Programs. All the Level One competencies are addressed and several of the Level Two.

Candidate assignments and requirements used by program faculty to verify competence address all of the elements of this standard. [Assignment, Tab 22] Additionally, candidates demonstrate their technological competence as a routine part of their information acquisition, information management, communication, employment seeking, and classroom teaching activities. Because so many current candidates have been using computers throughout their own school careers, they bring their personal background and experiences as additional benefits in this area.

Technology has potential as a motivator and unique tool for working with ELD and special needs students. Candidates explore this added dimension of the values of technology both in and outside the general education classroom.
Category C

Preparation to Teach all Students in California Schools

Program Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

The professional teacher preparation program provides multiple opportunities for candidates to learn how personal, family, school, community and environmental factors are related to students’ academic, physical, emotional and social well-being. Candidates learn about the effects of student health and safety on learning; and they study the legal responsibilities of teachers related to student health and safety. They learn and apply skills for communicating and working constructively with students, their families and community members. They understand when and how to access site-based and community resources and agencies, including social, health, educational and language services, in order to provide integrated support to meet the individual needs of each student.

Response:

Beginning in prerequisite course work, HCSV 260, SPED 143, and EDTE 289C, [Syllabi, Tabs 41, 43, 44] candidates preparing to enter the Tri-Placement Program learn about a variety of factors that impact and influence students’ academic, physical, emotional, and social well being in the classroom. Information includes, but is not limited to, understanding individual needs, community resources, health and safety issues, rights and responsibilities, and working with community and family members. Ongoing seminar discussions in which factors related to learning are explored continue in the professional preparation year. Candidates learn about a variety of community resources available for support, how to work with parents, language services available, and how to include such support services in daily interactions with students in the classroom to enhance individual achievement.

Program Elements for Standard 10:

10(a) Through planned prerequisite and/or professional preparation, each candidate studies, learns and begins to apply concepts and strategies that contribute to respectful and productive teacher relationships with families and local communities, with emphasis on:
(i) knowledge of major laws and principles that address student rights and parent rights pertaining to student placements;
(ii) the effects of family involvement on teaching, learning and academic achievement;
(iii) knowledge of and respect for diverse family structures, community cultures and child rearing practices;
(iv) effective communication with all families; and the variety of support and resource (v) roles that families may assume within and outside the school.

The carefully selected, systematic set of course work in the Liberal Studies Major and a prerequisite course, SPED 143, enable prospective candidates to build a strong knowledge base about the governing rules and principles that guide student and parent rights, the
diversity of family structures, community cultures, child rearing practices, and effective support services available. Through discussions, lectures, assigned readings and research papers in EDUC 102, HCSV 260, PSYCH 202, PSYCH 041/141, candidates acquire a beginning understanding of how to work with community, families, and support services. Candidates begin to explore different factors that may influence and impact student learning in the classroom and considerations for working with a variety of support services. 

[Syllabi, Tabs 34, 37,41, 42]

After program entry, candidates continue to build on the knowledge acquired in the courses cited above and begin to apply the information in classroom interactions with students. With opportunities to interact daily with students of varying abilities, a variety of parents, many support staff members, and cooperating teachers who use a variety of assessment strategies, candidates learn to provide for individual differences in the classroom. Seminar discussions held weekly explore the various family structures, language, physical and emotional needs and the local support providers of students with whom candidates work. [Syllabi: Topics list, Tab 31]

Candidates are required to attend parent conferences, select a student for a behavior modification task assignment, [Assignments, Tab] and attend IEP and SST sessions with cooperating teachers and parents. They regularly assist in both formal and informal assessments, develop a written case study after administering a battery of assessments with a struggling reader, observe resource, special education, and speech teachers and modify lessons to accommodate for individual student needs, including English learners and students with special needs. [Assignments, Tab 6; Syllabi, Tab 32] Results are often shared with parents in subsequent conferences. Over the course of the professional preparation year and guided by a theoretical understanding of the legal rules, principles, and student and parents’ rights and responsibilities, candidates gradually learn the expectations and responsibilities involved in creating a supportive, healthy environment to ensure academic achievement for all students.

10(b) Through planned prerequisite and/or professional preparation, each candidate’s studies, learns and begins to apply major concepts, principles, and values necessary to create and sustain a just, democratic society and applies them in school and classroom settings.

It is the shared belief of those involved in professional preparation at this institution that candidates who expect to enter the educational arena must have a sense of the role of schools in creating and fostering a just, democratic society and of the beliefs they hold about the purpose of education in our society at large. Toward those specific goals, candidates enroll in EDUC 102 and EDTE 289C to explore access and equity issues, understand the historical context of education in a pluralistic society, and recognize the traditions, community values and resources available for sustaining a democratic society. Through discussions, assigned readings, and research papers, candidates learn how to consider the needs of all students and how to systematically examine his/her stated and implied beliefs, attitudes and expectations about diversity, including race, culture, class, religion, gender, and sexual orientation. [Syllabi, Tabs 34, 44]

During the Professional Preparation Program, candidates continue to refine and develop their teaching beliefs in the context of authentic classroom experiences. Working with a variety of students, cooperating teachers, parents, and school settings, candidates are required to develop four drafts of their teaching philosophy over the course of the year. They learn through seminar discussions, case studies, and ongoing participation in classrooms that public education is intended for all children and that the degree to which we educate all of our students directly relates to how well our society functions. Equity and excellence are intended for all students, not just a select few. Candidates learn that the
public classroom is the very arena in which to exercise the basic principles of democracy where all students have a voice, all are expected to participate actively, and all have rights and responsibilities.

Candidates read about and apply Dreikurs’ and Glasser’s approaches to classroom management as a means of establishing democratic classrooms. (Readings) Candidates often participate in and lead Class meetings as means of problem solving and allowing all students a voice in the classroom.

10(c) Through planned prerequisite and/or professional preparation, each candidate studies and learns major laws, concepts and principles related to student health and safety and begins to apply concepts and strategies that foster student health and contributes to a healthy environment for learning, with emphasis on:

- the health status of children and youth, its impact on students’ academic achievement and how common behavior of children and adolescents can foster or compromise their health and safety;
- common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;
- effective strategies for encouraging the healthy nutrition of children and youth; and
- knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco; and ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Because prospective teachers will interact in their own classrooms with a variety of students, families, and community settings once they earn their credentials, all candidates are required to take HCSV 260. During this course, they explore topics such as the effects of drug and alcohol use, prevention strategies, emotional and social abuse issues, rules, responsibilities for reporting abuse, CPR skills and emergency procedures. [Syllabi, Tab 41] They learn to use strategies to identify, refer and support students and their families who may be at risk of physical, psychological, emotion or social abuse.

After program entry, daily interactions in three different classrooms provide candidates opportunities to see and experience first hand how to set up a supportive, healthy environment for students. They often teach nutrition, health and/or drug units, depending on the grade level. They develop a comprehensive Management Plan in which they describe how they will create a positive learning environment in which all students may succeed and discuss how they will work with parents in their own classrooms. [Assignment, Tab 15] During the Mainstreaming course discussions, readings, and assignments focus on social, emotional and physical factors that influence learning. Candidates learn the role they play in creating and maintaining a safe, supportive learning environment for all students. [Syllabi, Tab 32]

10(d) Through planned prerequisite and/or professional preparation, candidates begin to learn to anticipate, recognize and defuse situations that may lead to student conflict or violence. Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention and conflict management and resolution in ways that contribute to respectful, effective learning environments.

In HCSV 260 candidates explore the physical, social and emotional conditions that contribute to optimal learning. In EDTE 289C they explore factors that may influence learning both negatively and positively. They also research several behavior theorists and learn a variety of management strategies that contribute to an effective learning environment. [Syllabi Tab 44]
After program entry, through discussions, required readings in EDTE 229A and classroom applications, candidates continue to explore the elements that contribute to a positive, safe learning environment for all students. They learn how to set up structures, routines, and expectations to ensure students are able to function safely in positive, productive learning environments. They learn to recognize student behaviors that may lead to explosive outburst and strategies to mitigate such violence. They also learn how to empower and help students to use words to solve problems. Additionally, candidates learn how to conduct class meetings and how to help students make appropriate choices in the classroom. They learn how to use logical, natural, and positive consequences and to follow through firmly, fairly and consistently in interactions with students.

10(e) Through planned prerequisite and/or professional preparation, candidates learn about the range of social, health, educational and language-related service agencies and other resources that are available at school and off-campus, particularly ones that promote student health and school safety, and reduce school violence.

As previously stated, the topics of school and individual safety and community resources are explored in HCSV 260. In EDTE 229D candidates learn about the language services that are available for English language learners.
Program Standard 11: Preparation to Use Educational Ideas and Research

Through planned prerequisite and/or professional preparation, candidates learn major concepts, principles, theories and research related to child and adolescent development; human learning; and the social, cultural and historical foundations of education. Each candidate examines how selected concepts and principles are represented in contemporary educational policies and practices in California schools. Candidates define and develop their professional practice by drawing on their understanding of educational foundations and their contemporary applications.

Response:

Guided by a commitment to provide excellence and equity in education for all students, faculty associated with the Tri-Placement Program are aware of and build upon the key concepts and theories related to child growth and adolescent development, basic learning theories and the social, cultural and historical foundations of American education explored in prerequisite course work. (EDUC 102, PSYCH 202, PSYCH 214, SPED 143). Having explored models of effective classroom practice in EDUC 102, candidates continue their professional growth and development once they are enrolled in the Professional Preparation Program as they participate in classrooms with diverse sets of learners. [Syllabi, Tabs 34, 20, 42, 44]

Program Elements for Standard 11

11(a) Child and Adolescent Development. Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles, theories and research related to the cognitive, linguistic, social, emotional and physical development of children and adolescents. In the program, each candidate begins to use this knowledge to create learning opportunities that support student development, motivation and learning. The program provides opportunities for candidates to learn and apply developmentally appropriate teaching strategies during the supervised field work sequence.

During the three psychology courses (PSYCH 41/141, PSYCH 202, PSYCH 214) taken prior to program entry, prospective candidates have numerous opportunities to explore systematically major concepts related to human learning and development, motivational theory, and the emotional, social, and cognitive development of pre-school and school age children. Through discussions, presentations, in-class writes, and research, candidates analyze current research about children’s growth, learn multiple factors that contribute to human growth and development, and apply their developing knowledge in learning experiences with elementary school children. [Syllabi, Tabs 37, 40, 42]

Once candidates enter the Tri-Placement Program, they continue to build on initial foundations and understandings as they work daily with students in a variety of classrooms under the guidance of carefully selected cooperating teachers and university supervisors who provide regular feedback, support, and resources. Candidates learn how to plan developmentally appropriate lessons including a variety of strategies, to engage students actively in relevant learning experiences. In EDTE 229A, candidates read about, discuss, and experience a variety of instructional strategies to engage and support student learning. Candidates learn to use a concrete to abstract learning continuum when designing lessons to meet the needs of students of varying ages, abilities, language and developmental levels. During the Mainstreaming course, EDTE 229E, candidates learn to work with students who have identified learning needs and to modify curriculum appropriately. Strategies, room arrangement considerations, and special support services are discussed.
In EDTE 229D, candidates learn language strategies that target English learners, but are applicable with all learners to develop English skills, develop vocabulary and assist students in accessing core curriculum. Candidates learn to incorporate all learning modalities as they develop age appropriate lesson plans that are well designed, tied carefully to the California content standards, and appropriately sequenced. [Syllabi, Tab 45]

11(b) **Theories of Learning.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts, principles and research associated with theories of human learning and achievement. In the program, candidates begin to rely on knowledge of human learning in designing, planning and delivering instruction.

Taken prior to program entry, PSYCH 214 provides opportunities for students to learn about basic concepts and principles associated with human learning and achievement. Through, lectures, discussions, presentations, and assigned reading, candidates learn how theories and principles of development can be used to make teaching more effective. They learn how teachers can work effectively with individual differences and how theories and principles of learning and motivation are used to make teaching beneficial for all students in elementary school classrooms. Candidates gain an overall understanding of learning and memory processes and appropriate classroom applications. They explore the scientific process and the critical utilization of research conclusions. [Syllabi, Tab 40]

Throughout the **Tri-Placement Program**, candidates continue to build on the basic principles of learning theory as they design age appropriate, relevant learning experiences for students of varying needs and abilities. In EDTE 229A, they learn how to identify learning outcomes, write clear specific objectives, and scaffold learners in the process of acquiring and/or constructing new skills and knowledge. A variety of motivational techniques and strategies are discussed in seminars and candidates are expected to include such in their daily lessons and interactions with students with whom they work. [Syllabi, Tab 28]

Through weekly seminar discussions, assigned readings, and classroom experiences with children, candidates are guided to the understanding that learning takes place in a safe, positive learning environment in which risks are encouraged and ongoing support is provided. They learn the importance of immediate feedback to ensure students’ successes with learning tasks.

Candidates learn how to analyze learning outcomes and to break the concepts into manageable tasks for their students. They plan lessons that build on students’ background knowledge and with an understanding of how to make learning experiences relevant for developmental needs and specific grade levels of the students with whom interact. They plan lessons that actively engage students in hands-on learning experiences and help students evaluate their own learning and recognize the importance of what they are learning.
11(c) **Social, Cultural, and Historical Foundations.** Through planned prerequisite and/or professional preparation, each candidate learns major concepts and principles regarding the historical and contemporary purposes, roles and functions of education in American society. Candidates examine research regarding the social and cultural conditions of K-12 schools. In the program, candidates begin to draw on these foundations as they (1) analyze teaching/learning contexts; (2) evaluate instructional materials; (3) select appropriate teaching strategies to ensure maximum learning for all students; and (4) reflect on pedagogical practices in relation to the purposes, functions and inequalities of schools.

In EDUC 102, candidates analyze the historical and cultural traditions of the major cultural and ethnic groups in California society in order to understand how those traditions, community values, and resources impact instruction in the classroom. They explore the factors that contribute to an equitable classroom community; one that promotes the physical, social, emotional, and intellectual safety for all students. [Syllabi, Tab 34]

Candidates are led to understand the roles of teachers as social change agents and to examine systematically beliefs, attitudes, and expectations about diversity. Through assigned readings, discussions, interviews, and research, candidates explore bilingual education, classrooms that prepare all students for life in a pluralistic society, and learn how to provide equal access to education for all students.

In English 232, candidates analyze pedagogical approaches to second language acquisition, communicative approaches, psychological considerations, motivational theories, language processes as they complete assigned readings, work and develop an in-depth case study with a second language learner. [Syllabi, Tab 39]

During the EDTE 229D course, candidates continue to build on social, cultural and historical foundations as they learn about and acquire skills and abilities to make appropriate instructional decisions for diverse student populations. They identify and analyze effective methods and approaches for developing oral language, and reading/writing processes of English only, English learners and students with special needs. Through discussions, assigned readings, presentations, and a case study with an English language learner, candidates demonstrate knowledge of language and cultural factors that influence desire and ability to learn to read and write successfully in a culturally diverse society, including prior knowledge, learning styles and physical, social and linguistic characteristics. They are asked to reflect on pedagogical practices in relation to the purposes and functions of today's public school classrooms. [Syllabi, Tab 45]
Program Standard 12: Professional Perspectives Towards Student Learning and The Teaching Professional

In the teacher preparation program, each candidate begins to develop a professional perspective on teaching that includes an ethical commitment to teach every student effectively and to develop as a professional educator. During interrelated course work and field work, candidates learn how social, emotional, cognitive and pedagogical factors impact student learning outcomes, and how a teacher’s beliefs, expectations and behaviors strongly affect learning on the part of student groups and individuals. Each candidate accepts the responsibility of a teacher to provide equitable access for all students to core academic content, to promote student academic progress equitably and conscientiously, and to foster the intellectual, social and personal development of children and adolescents. Individually and collaboratively with colleagues, candidates examine and reflect on their teaching practices and professional behaviors in relation to principles of classroom equity and the professional responsibilities of teachers.

Response:

All programs in the Department of Professional Studies in Education (PSED) are committed to fostering learning communities dedicated to excellence and equity in education. Program faculty are committed to preparing and sustaining educators skilled in addressing the needs of a diverse set of learners. In responding to Standards, 4, 5, 10, 11, specific information was provided that describes how candidates develop a professional perspective on teaching children from varying backgrounds. Concepts, frameworks, theories, attitudes, and beliefs learned and developed in prerequisite course work, PSYCH 202, PSYCH 214, EDUC 102, ENGL 232, prepare candidates to recognize how social, emotional, cognitive, and pedagogical factors impact student learning outcomes. Through discussions, assigned readings, group and individual research, and presentations, candidates gain insight into the complexity involved in preparing lessons and managing behavior for the diversity of learners present in California classrooms. They learn about the knowledge and skills necessary to teach effectively, about how to provide equitable access for all students to core academic content, and to promote student academic progress equitably and conscientiously. In prerequisite course work, candidates explore their own beliefs, reflect on their experiences and develop a beginning set of philosophical beliefs which are then further refined and expanded once they gain additional experience in the context of authentic classroom settings during the profession preparation year. [Syllabi, 34, 39, 40, 42]

Ethical considerations discussed in EDUC 102 and EDTE 289C continue as candidates participate in seminar discussions beginning in August, prior to the start up of the academic year, and are continuous throughout the professional preparation year. The candidate handbook (CLASSNOTES), required for all TPP participants, contains information about behaving, responding and interacting with care, sensitivity and acceptance of diversity in classrooms with students representing a wide range of cultural, social, and linguistic perspectives. Guidelines are clear, specific and thoroughly discussed with candidates before they enter classrooms to work with students.

Program Elements for Standard 12:
12(a) Through planned prerequisite and/or professional preparation, candidates study different perspectives on teaching and learning, explore alternative conceptions of education, and develop professional perspectives that recognize the ethical and professional responsibilities of teachers toward the work of teaching and toward students.

In prerequisite courses, EDUC 102, EDTE 289C, and PSYCH 214, candidates explore a variety of historical, sociological, and psychological perspectives on education. They become familiar with several philosophers and theorists such as Montessori, Piaget, Bruner, Paolo Friere, and Gardner. They also examine some of the historical American movements such as Dewey’s Progressivism, the British Infant School influence on the Open Education movement, Constructivism, and the current standards-based approach to curriculum design and student achievement. In both EDUC 102 and the subsequent EDTE 229D and EDTE 229E, candidates pay specific attention to the diversity present in California classrooms and define their roles in addressing the variety of student abilities, backgrounds, and needs. The readings, journal entries, assignments, discussions, and classroom placements all require Tri-Placement candidates to demonstrate how this information influences their daily practice with children. In the professional sequence courses and field placements, candidates revisit these ideas on a regular basis and formulate and refine their own philosophies of education and belief systems. As part of the early EDTE 229A course preceding entry into the first placement classroom, candidates examine and discuss the various Professional Codes of Ethics and the Responsibilities of Classroom Teachers. [See Classnotes: Student Handbook] These assignments and the discussions that follow guarantee that candidates exit the Tri-Placement Program with an awareness and clearly defined sense of both the roles and responsibilities of a California classroom teacher in a complex and highly diverse society. Additionally, Tri-Placement candidates formulate their own concepts of the role of schools in society, the influence of education on the future of both the learners and the community, and their personal commitment to the profession of teaching, which is reflected in their final philosophy draft and conveyed in exit interviews held at the end of the program. [Assignment, Tab 2A]

12(b) Through planned prerequisite and/or professional preparation, candidates learn about research on relationships between (1) the background characteristics of students and inequities in academic outcomes of schooling in the United States, and (2) teacher expectations and student achievement.

12(c) Through planned prerequisite and/or professional preparation, candidates learn the importance of challenging students to set and meet high academic expectations for themselves. Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students’ existing knowledge and abilities, and to establish ambitious learning goals for students.

Beginning in EDUC 102, prospective candidates learn how student background experiences, home life, and teacher expectations directly and profoundly influence students’ performance in the classroom. Through discussions, assigned readings and presentations, candidates are made aware of the importance of setting high standards for all students and of the consequences of failing to promote equitable education for all.

Discussions about setting high standards and expectations continue in each course during the professional preparation year and are a target goal in EDTE 229 A, EDTE 229 C and EDTE 229 D. [Syllabi, Tabs 28, 30, 45] Candidates learn to use a variety of information to assess student needs and abilities and to plan appropriate and relevant learning goals. Candidates complete a case student in both EDTE 229C and EDTE 229 D in which they focus on an individual learner to gather appropriate data, plan learning goals and implement a variety of effective strategies to promote student learning. Two phenomena
that are central to the issue of equity pedagogy are learning styles and multiple intelligence. Candidates learn to use this knowledge to promote academic success for all students. Candidates explore environmental, emotional, sociological, psychological and physiological elements that influence and affect learning outcomes. They apply their knowledge in each of the three field placements as they plan lessons for students from diverse backgrounds and for those with unique needs and abilities.

12(d) Through planned prerequisite and/or professional preparation, candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction. Through instruction and coaching, candidates assume the responsibility to maximize each learner's achievements by building on students' prior instruction and experience.

Beginning in PSYCH 41/141, ENGLISH 121, EDUC 102, PSYCH 214, EDTE 289C, prospective candidates learn the importance of considering students' background knowledge, literacy levels, experiences, and interests when planning and designing lessons. Through discussions, assigned readings and projects, prospective candidates develop an awareness of how such factors influence and affect learning outcomes. [Syllabi, Tabs 34, 37, 38, 40, 44]

Once enrolled in the Tri-Placement Program, candidates are expected to apply their understandings in field placements as they gather data, plan lessons, and create units of instruction for students from varying backgrounds. Lesson plans must include not only the California Content Standards, but also address the unique backgrounds, literacy levels and interests of students with whom candidates work on a daily basis in each of the three field placements. The importance of connecting students' home experiences with relevant learning experiences is a key aspect of seminar discussions on lesson planning. Students must have a clear understanding of the purpose and relevance of lesson objectives and activities in order to maximize learning opportunities for students. In EDTE 229 D candidates learn a variety teaching strategies and techniques that facilitate the academic achievement and personal identity development of students from diverse cultural backgrounds.

12(e) Through planned prerequisite and/or professional preparation, candidates learn about the professional responsibilities of teachers related to the personal, social and emotional development of children and youth, while emphasizing the teacher's unique role in advancing each student's academic achievements.

As stated previously, in the prerequisite course, EDUC 102, candidates systematically examine their stated and implied beliefs, attitudes, and expectations about diversity, including race, culture, class, religion, gender, sexual orientation, and so on. In discussions about the influence of culture and family backgrounds and experiences on students’ academic success, prospective candidates come to understand the importance of these aspects when working with students from diverse backgrounds. They explore research that suggests teachers' expectations and attitudes play an enormous role in promoting student success. They learn that in order to create an equitable classroom community that contributes to the physical, social, emotional and intellectual growth of all students, care must be taken to set up a positive productive environment free of judgment and ridicule. Candidates are guided carefully to understand that students from all backgrounds thrive in learning environments in which they are challenged to work to the best of their abilities and in which they receive support to do so.

Once in the program, candidates continue to explore the important role teachers play in actively involving students in their own learning, in setting up a safe learning climate that
fosters positive interactions and in focusing on the unique needs and abilities of all students. In EDTE 229D, they learn to select and apply appropriate instructional strategies that foster high level thinking skills and integrate language processes. They learn to respect the diversity found in the schools in California and to be sensitive to the effect their own beliefs may have on the teaching/learning process. Candidates learn that positive, productive learning environments are created as a result of commitment, planning and collaboration among many individuals in the larger learning community of the school. [Syllabi, Tab 45] They incorporate their beliefs in philosophy statements and a comprehensive management plan that addresses how they will work with diverse populations and create safe, positive learning environments for students. [Assignment, Tab 2A, 15]

12(f) Through planned prerequisite and/or professional preparation, candidates learn the benefits for students of collaborative, collegial planning by teachers and other adults in K-12 schools. On multiple occasions, each candidate works closely with one or more colleagues to design and deliver effective, coordinated instruction.

Guided by current research on the importance of collaboration, program faculty members are committed to the concept of preparing effective beginning teachers who clearly understand the benefits of positive collaborative and collegial planning by groups of teachers. Through group assignments and follow up discussions in prerequisite course work in which collaboration is encouraged, prospective candidates are led to understand the importance of sharing research, planning procedures, resources, and ideas with colleagues. This process continues in the professional preparation year during which candidates collaborate in daily and weekly planning sessions with cooperating teachers and other staff members and often in lesson and unit planning and design with peers in the program. The cohort model allows candidates to share ideas, resources, information, web sites, and materials with one another in weekly seminars held on the university campus and daily at individual school sites. Cooperation, not competition, is encouraged, supported, and modeled by program faculty throughout the year of professional preparation.

Additionally, on their respective school sites, candidates participate in grade level meetings, collaborative planning sessions, IEP and SST sessions, team and staff meetings, and come to appreciate the importance of collegial relationships in establishing a positive, productive learning environment school wide. Information about students’ academic, social and/or emotional needs is addressed so that positive solutions can be developed.

Candidates learn the importance of establishing an inclusive and culturally affirming professional climate to ensure the success of all students. In daily interactions with students and staff and as members of the instructional teams in the classrooms and schools in which they participate, candidates learn that teaching is a complex and multi-faceted undertaking that requires collaboration, support, mutual respect, and ongoing, shared planning to meet the needs of students.
Category C
Preparation to Teach All Students in California Schools

Program Standard 13:
Preparation to Teach English Learners

The response to this standard was submitted by the Department of Professional Studies in Education in the Spring of 2002 as mandated by law. Revisions to the response were made and resubmitted on July 25, 2002 to the California Commission on Teacher Credentialing (CCTC). It is currently in the process of being read by a panel of specialists convened for the purpose of evaluating and approving the response of each Institution of Higher Education.
**Program Standard 14: Preparation to Teach Special Populations in the General Education Classroom**

The professional preparation program ensures each candidate develops the basic knowledge, skills and strategies for teaching special populations including students with disabilities, students on behavior plans, and gifted and talented students in the general education classroom. This systematic instruction begins with course SPED 143, Overview of Special Education at the undergraduate level and continues in subsequent courses throughout the professional preparation program. Throughout the sequence of courses and field experiences, each candidate demonstrates basic skill to use differentiated instructional strategies that ensure all students have access to the core curriculum. Each candidate demonstrates the ability to create a positive, inclusive climate of instruction for all special populations in the general classroom.

**Response:**

The professional preparation programs in the Department of Professional Studies in Education (PSED) prepare candidates to provide differentiated instructional strategies that, to the degree possible, ensure that all students have access to the core curriculum. One of the guiding principles is the belief that teaching competencies are acquired over time. Therefore, candidates are prepared to teach special populations in three distinct components of the professional program: Component I - Undergraduate Prerequisite Course work, Component II – Professional Program course work, and Component III – Field Experiences. The components and the corresponding courses are noted below.

**Component I: Undergraduate Prerequisite Course Work.** There are two prerequisite courses taken by all Tri-Placement candidates at this level, SPED 143 and EDTE 289C. [Syllabi, Tabs, 43, 44] In SPED 143, Overview of Special Education, each candidate learns about the characteristics, classifications, and learning needs of students with exceptional needs including those from culturally diverse populations. Candidates become familiar with the various classifications of students within the Special Populations and are provided with the basic skills to assess and identify students within the general education classroom who need additional support. In EDTE 289C, candidates begin to develop an understanding of the role of the teacher in meeting the identified needs of special students within the general education classroom. Candidates examine state documents, frameworks, classroom practices, and programs for English Speakers, English Learners and Special Populations. Candidates examine California’s current recommendations for educational reform for all learners. Candidates develop an understanding of the need to use a variety of techniques, instructional strategies and assessment practices for Special Populations and English Learners.

**Component II: Professional Preparation Program Course Work.** In Component II courses, candidates continue to: (a) develop theoretical principles, (b) analyze instructional practices, and (c) connect theory to practice. The key course in Component II, addressing the instructional needs of Special Populations, is EDTE 229E, Teaching In Inclusive Settings: Preparing to Teach Special Populations in the General Education Classroom. A Tri-Placement faculty member with school counseling background teaches EDTE 229E to the candidates in this course. [Syllabi, Tab 32] Candidates review relevant state and federal laws pertaining to the education of exceptional populations and the selection and use of instructional strategies and technologies. Basic information is provided relative to the IEP process, including; identification, referral, assessment, service, and exit procedures. Student Study Team (SST) and Individual Education Plan (IEP) processes and procedures are discussed and observed. Issues facing teachers who serve or offer collaborative assistance for the elementary exceptional learner is explored. This course
also addresses prospective teachers’ attitudes toward mainstreaming and teaching diverse student populations.

The professional preparation course work systematically integrates content across a series of courses to ensure competency in meeting the professional standards. Therefore, candidates use the foundation established in SPED 143 and EDTE 289C, to springboard into the classroom management, curriculum development, and assessment course series. In these courses, candidates are asked to make the connections between theoretical principles and instructional practices. These connections are facilitated through the systematic implementation of effective strategies, the use of materials designed for ELD and Special Needs students, curriculum development, and assessment of student outcomes.

Component III: Field Experiences. The Tri-Placement Professional Preparation Program has designed multiple systematic opportunities for candidates to have meaningful field experiences. As required by the California Commission on Teacher Credentialing (CCTC), all candidates must have a minimum of 45 hour of early classroom experiences. Prospective candidates are encouraged to participate in professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, California Mini-Corps, Educational Talent Search, Teacher Diversity Program, and Upward Bound to satisfy these hours. All of these support programs facilitate opportunities for students to work with ELs and Special Populations. In addition to the mandated 45 hours of early classroom experience, all candidates considering enrollment in the Tri-Placement Program must have at least an additional 30 hours of field experience prior to program entry. This 30-hour component is a requirement of EDTE 289C. Whenever possible, prospective candidates are mentored by a current candidate in the Tri-Placement professional program and placed in a general education classroom with ELD and special needs students. This field experience is deliberate and systematic and begins to develop candidates’ competencies to deliver comprehensive instruction to all students, including those with special needs.

In the Tri-Placement Program, classroom experiences assure each candidate three distinct placements, in classrooms that include special needs and ELD learners. In at least one of these placements, the cooperating teacher holds a CLAD emphasis teaching credential. Candidates implement and reflect on instructional practices and materials that promote English language development and the rapid acquisition of listening, speaking, reading, and writing skills in English. Candidates are required to demonstrate differentiated instructional practices that ensure all learners have access to the core curriculum. Candidate assignments in Component II course work include, but are not limited to (a) developing and presenting individual lessons and instructional units based on the student content standards and the appropriate instructional strategies that ensure all students have access to these content standards (b) demonstrating understanding of the importance of their students’ family backgrounds and experiences through journal entries and seminar discussions; and (c) observing and working with the existing support system(s) designed to meet the needs of all learners including the specialists and paraprofessionals

Program Elements for Standard 14:

14(a) Through planned prerequisite and/or professional preparation, each candidate learns about major categories of disabilities.

Component I. In the undergraduate, prerequisite course, SPED 143, Overview of Special Education, the candidates learn about the characteristics, classification, and learning needs of students with exceptional needs including those from culturally diverse populations:
these include: (Appendix 1)

- Mentally Impaired
- Learning Disabled
- Physically Impaired
- Gifted and Talented
- Emotionally/Behaviorally Disordered
- Visually Impaired
- Hearing Impaired
- Speech/Language Impaired
- Other Health Impaired

This includes knowledge of California Education Code, Part 30, Chapter 1, Article 2, Definitions.

Component II. In EDTE 229E, Teaching In Inclusive Settings, candidates identify the major categories of disabilities, naming characteristics, classifications, and learning needs of students with exceptional needs. The candidates create lessons that demonstrate their understanding of the needs of all learners, and implement differentiated instructional strategies that meet the needs of all learners including those with special needs and ELDs. Candidates identify the range of special needs students served at their school sites in the general education setting and in other Special Education programs on campus.

Component III. Candidates, as part of their daily journal assignment, identify the categories of Special Populations served at their school site in the general education setting and in other Special Education programs on campus. If a student with special needs is identified in their class placements, candidates provide instruction that ensures the student has access to the core curriculum. Lesson and unit plans that identify any required modifications are submitted as part of the respective planning requirements.

14(b) Through planned prerequisite and/or professional preparation, each candidate learns relevant state and federal laws pertaining to the education of exceptional populations, as well as the general education teacher’s role and responsibilities in the Individual Education Program (IEP) process, including: identification, referral; assessment; IEP planning and, meeting; implementation; and evaluation.

Component I. In SPED 143, Overview of Special Education, candidates demonstrate knowledge of relevant and current laws, practices and procedural safeguards, and regulations pertaining to California public education, including individuals with disabilities and their parents and care providers. Candidates examine issues of equity and access, including elements of school law and school financing in relation to the purpose and goals of educating diverse populations. They identify significant federal and state legislation, including the components of IDEA (PL 94-142), and are able to describe the requirements regarding referral, coordination, implementation, due process, evaluation, use, and revision of an Individual Education Program (IEP). Students are able to list and define components of the IEP as well as describe the pre-referral process.

Component II. In EDTE 229E, Teaching in Inclusive Settings, candidates review state and federal laws pertaining to the education of exceptional populations including the general education teacher’s role in the IEP process. Candidates are required to attend and report on an IEP meeting for one of the students in any of their three classroom placements. They also interview any one of the critical participants in the life of a special needs child to acquire greater perspective about serving such a student.

Component III. In field experiences, candidates are expected to collaborate with their cooperating teachers and participate in the IEP process relating to a student’s identified or
suspected special need.

14(c) Through planned prerequisite and/or professional preparation, each candidate is provided with a basic level of knowledge and skills in assessing the learning and language abilities of special population students in order to identify students for referral to special education programs and gifted and talented education programs.

Component I. The prerequisite course, SPED 143, provides the opportunity for candidates to examine the principles of first language development and the effects of disabilities upon language acquisition and other learning development. Candidates demonstrate basic understanding of the relationship between communication, cognitive, social, and emotional development. At a basic level, SPED 143 introduces candidates to key assessment concepts and terminology. Candidates examine the steps in the assessment process and the roles that parents, students, and professionals play on the multidisciplinary assessment team. In addition, they demonstrate knowledge about the special needs of gifted and talented learners, their identification and assessment processes, and programmatic service models typical of California schools.

In EDTE 289C, candidates develop a beginning understanding of authentic assessment measures that accurately reflect the levels of academic performance for all learners including Special Populations students and English Learners. Candidates are introduced to the current assessment practices that are part of the California school system as they relate to all learners. (Appendix 5)

Component II. In EDTE 229E, candidates identify a variety of authentic assessment measures that specify the levels of academic performance for Special Population students. Candidates are asked to reflect on their own views of current assessment practices in California as they relate to students with special needs. Candidates learn about the various assessment tools that are given to students suspected of a special need. Candidates participate in SST and IEP meetings and work closely with the cooperating and resource teachers to gather information and provide service.

In EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning, candidates establish a beginning understanding in assessing the physical, social, and cognitive needs of all students and explain how these needs affect behavior in the schools. Candidates learn to assess all learners to ensure an understanding of each student’s current level of performance.

In EDTE 229G, Curriculum and Instruction, candidates work with all students including those with special needs and ELDs. Candidates assist with academic and oral language assessments, analysis of the assessments, and the subsequent diagnosis and implementation of interventions related to the assessment results. In addition, candidates are asked to examine their own views regarding such topics as the Academic Performance Index (API) and social promotion policy relative to all learners.

Component III. Candidates have three placements of 10 weeks or longer. In at least one of these placements, candidates will have at least one student either suspected of or identified with a special need. Assignments in EDTE 229E require candidates to learn the procedures followed for the identification of students with special needs and the selection of services to support the language and all academic development of Special Population students. Candidates also work in collaboration with the cooperating teacher and other support personnel to meet the needs of all students with active IEPs.
(d) Through planned prerequisite and/or professional preparation, each candidate learns to select and use appropriate instructional materials and technologies, including assistive technologies, and differentiated teaching strategies to meet the needs of special populations in the general education classroom.

Component I. In the prerequisite course SPED143, each candidate identifies programs appropriate to special education and gifted and talented education, including models of instruction, materials, modifications in the regular classroom, individualizing instruction, and placement in the least restrictive environment. Specific differentiated teaching strategies include those for activating prior knowledge, scaffolding language, utilizing questioning strategies that support divergent and creative thinking, and incorporating active learning strategies such as service learning and school-to-work through which information and skills can be applied in real-life settings.

In EDTE 289C, candidates gain a beginning understanding of differentiated instructional strategies appropriate for all learners. Candidates are asked to incorporate these strategies in a lesson presented to fellow candidates. Candidates are asked to reflect on the need for these strategies and provide a beginning rationale describing how and why these instructional strategies allow all students access to the core curriculum. As part of this course the candidates also participate in field placements observing student teachers and cooperating teachers providing differentiated instruction to all learners. Candidates are asked to provide written reflection on lessons observed incorporating differentiated instruction. Time is taken in class to determine overall effectiveness of strategies observed in lessons.

Component II. In EDTE 229E, candidates analyze various instructional strategies to meet the needs of all learners including ELDs and those with special needs. Candidates identify specific instructional strategies to meet the needs of students in their current field placements and discuss the effectiveness of these strategies in seminar. Candidates learn about assistive technologies incorporated in the general education classroom. Candidates learn to critique curriculum materials used at the school sites and critique the programs’ effectiveness for use with all learners including ELDs and those with special needs.

In EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning, candidates learn techniques and strategies that motivate students, foster self-esteem, and develop positive attitudes that promote learning and achievement, responsibility, and equity. Candidates submit their beginning philosophies of education that address their personal beliefs about, among other things, the selection and use of appropriate differentiated teaching strategies to meet the needs of all learners in the general education classroom.

In EDTE 229D, Teaching English Learners; Literacy and Academic Success, GLAD (Guided Language Acquisition Development) trainers, from a local school district model multiple strategies and how they have implemented them in their own classrooms to teach content area concepts. Application of GLAD and other effective strategies to make grade appropriate or advanced curriculum content comprehensible to all learners takes place throughout the EDTE 229 course series.

Component III. In field placements, candidates use differentiated instructional strategies, adapt content materials, i.e. teacher’s manuals and student texts, to ensure all students have access to the core curriculum. Candidates reflect upon their effectiveness in meeting the needs of all learners through a variety of authentic assessments as well as through observation. In addition, candidates are required to develop and present lessons and instructional units where grade appropriate or advanced curriculum content is
comprehensible to all learners. University supervisors and cooperating teachers provide students with formal and informal feedback about the effectiveness of the techniques and/or strategies implemented. When necessary, additional suggestions are provided to enhance conceptual understanding for any students. Finally, in the daily journal, candidates reflect upon strategies they have observed or implemented and their effectiveness in promoting student learning.

14(e) Through planned prerequisite and/or professional preparation, each candidate learns the skills to plan and deliver instruction to those identified as students with special needs and/or those who are gifted and talented that will provide these students access to the core curriculum.

**Component I.** In SPED 143, each candidate identifies programs appropriate to special education and gifted and talented education, including models of delivery, appropriate modifications in the regular classroom, designing lesson plans utilizing Gardener’s Theory of multiple intelligences, and designing and writing units around the organizational structure of essential generalizations and concepts. Candidates demonstrate through written assignments and presentations, their understanding of the concept of universal access to core curriculum.

**Component II.** In EDTE 229E, candidates discuss the various instructional strategies (direct instruction, cooperative learning, etc.) and their necessary adaptations to meet the needs of all students. Discussions focus on how best to meet the needs of any Special Populations students. Candidates also analyze curriculum guides and adopted text materials in their field placements, to make the appropriate adaptations to ensure all students have access to the core curriculum. In addition, candidates explore various instructional practices that are appropriate to gifted and talented students that include, but are not limited to, compacting curriculum, writing individual contracts or incorporating a constructivist approach to their teaching.

In EDTE 229A, Creating and Maintaining a Supportive Learning Environment for Student Learning, candidates learn about specific instructional strategies including, but not limited to direct instruction, guided discovery, concept development and attainment, and cooperative learning. Candidates learn to develop lesson plans with clearly defined learning outcomes to foster student learning and achievement. In this course, candidates further develop their beginning understanding of writing instructional objectives appropriate for all learners.

In EDTE 229D, candidates learn how teachers must carefully plan and carry out equitable, empowering educational practices (Diaz-Rico & Weed, 2002). Candidates develop questioning strategies that promote critical thinking skills for all levels of language proficiency and cognitive ability. They are taught to apply their knowledge about learning styles to classroom organization to capitalize on students’ strengths and maximize opportunities for language and academic development. For example, cooperative learning strategies are presented to create classroom environments where all students have opportunities to hear language modeled by peers and to rehearse spoken language within the lower affective filter of a small group before speaking in front of the whole class (Kagan, 1994). Candidates are introduced to the theory of multiple intelligence (Armstrong, 1995). They are instructed on how to emphasize intelligences that are less language-dependent (e.g., spatial, bodily-kinesthetic, musical, interpersonal) as a springboard to develop more language dependent intelligence (e.g. linguistic, logical-mathematical, intrapersonal). These instructional approaches and theories, as well as others, are systematically developed in the curriculum and instruction course series where candidates apply them to strategies that promote language development and conceptual understanding. In this course series, candidates work with the K-12 content standards to first develop lessons and
eventually, instructional units in the various content areas. Candidates incorporate effective instructional strategies to systematically meet the needs of ELDs into grade appropriate content area lessons.

Component III. In field experiences, candidates plan and deliver lessons that meet the needs of all learners in their regular education placements. Candidates reflect on these instructional practices and, together with the university supervisor and cooperating teacher, modify lessons and units as needed to ensure all students are provided with a challenging and equitable learning environment.

14(f) Through planned prerequisite and/or professional preparation, each candidate learns skills to know when and how to address the issues of social integration for students with special needs who are included in the general education classroom.

Component I. In SPED 143, Overview of Special Education, each candidate examines issues of integration, mainstreaming, and inclusion of students with exceptional needs who are included in the general education classroom.

In EDTE 289C, candidates identify key behavior theorists and their classroom management philosophies that promote effective learning environments. Candidates analyze these philosophies as they begin to develop their own classroom management philosophy and as they pertain to developing a healthy, positive learning environment for all students. Candidates learn techniques to promote acceptance of individual differences and ways to facilitate friendships in the classroom among all learners.

Component II. In EDTE 229E, candidates learn about creating an environment that fosters acceptance, friendships, and social skill development for all learners. Issues of assessing student attitudes toward individual differences and specific strategies for fostering a collaborative atmosphere are discussed. Candidates examine real class scenarios concerning a student with special needs. In collaboration with peers, candidates develop plans to foster communication and a positive working relationship among all learners.

In EDTE 229A, candidates develop a conceptual framework for implementing various instructional and classroom management strategies to support the educational, social, and emotional needs of English speakers, English Learners and Special Populations. Candidates reflect on their beginning understanding of their classroom management philosophy and the ability to incorporate all learners in an effective learning environment.

Component III. In field experiences, candidates assume the full responsibilities of a classroom teacher in their final student teaching placement. Candidates are expected to establish and maintain an effective, positive classroom environment in all their placements. Candidates promote social development and group responsibility while establishing a climate that fosters and promotes equity and respect. Candidates incorporate specific strategies and techniques discussed in seminar as needed.
Category D

Supervised Field work in the Program

Program Standard 15: Learning to Teach Through Supervised Field work

The professional teacher preparation program includes a developmental sequence of carefully planned, substantive, supervised field experiences in public schools selected by the program sponsor. By design, this supervised field work sequence (1) extends candidates’ understanding of major ideas and emphases developed in program and/or prerequisite course work, (2) contributes to candidates’ meeting the Teaching Performance Expectations, and (3) contributes to candidates’ preparation for the Teaching performance assessment (TPA) in the program. To qualify for a Preliminary Level I Teaching Credential, each candidate satisfactorily completes a planned sequence of supervised school-based experiences that contribute to her/his preparation to serve as a competent beginning teacher in an induction program.

Response:

The Tri-Placement Program has a unique structure, design, and philosophy. The apprenticeship model of the program provides for candidates an in-depth, comprehensive year of student teaching tied closely to theoretical principles of effective instructional practices that are discussed in weekly seminars and week-long seminars between trimesters and from the various assigned readings.

Based on a Professional Development School (PDS) model, candidates in the program "apprentice" with their cooperating teachers. The involvement requires full time participation in the classroom at least five mornings and three afternoons each week so that candidates experience all the aspects of classroom teaching, assessment, and management including yard duty, parent conferences, staff meetings, planning sessions, testing, in-services, and so on. This in-depth experience affords candidates opportunities to increase their responsibilities gradually as they gain confidence and competence in a variety of areas.

Preparation for the full time field experience begins in prerequisite course work EDTE 289C [Syllabi, Tab 44] and a full week of seminars prior to the university semester and before placement in the public schools. Topics introduced in EDTE 289C include lesson planning, instructional and management considerations, diagnosis, literacy development, team-building, and ethical aspects of the teaching profession. Placement in the public school classroom from the first day of school until the last day of the school year simulates (as closely as possible) a first year of teaching. The PDS model permits a close relationships between university and public school faculties as candidates are placed in school settings with excellent modeling, frequent coaching, integration of theory and practice, and opportunities for candidates to experience early the full range of responsibilities of a professional teacher. In full partnership with supervisors and cooperating teachers, candidates are guided through their growth and development in three classroom placements. Careful planning and consideration are used in assigning candidates to placements. Among the factors considered are experiences in different grade levels, diverse populations, urban versus rural school district, and matching each candidate’s specific needs with the particular abilities of cooperating teachers.
During each of the three or more field placements, three conferences are scheduled to review specific placement goals. These have been carefully designed to incorporate progressively all the TPE trimester goals and provide a guide for the ever-increasing expectations. [Program Documents, Tab 27] Program goals have been aligned carefully over the past year with the 2042 Standards and TPE. Each trimester, the goals are communicated to the candidates and cooperating teachers. Cooperating teachers and university supervisors closely monitor candidates' progress throughout the trimester. An aspect of the three-way conference is the individual formative assessment and growth plan to provide for continuity and consistency as the student progresses from trimester one through to trimester three. The three conferences include one at the beginning of the placement to establish expectations, one mid way through the placement to assess progress and establish growth goals, and one at the end of the placement to reflect on growth and identify future goals. The systematic process to gather formative assessment information is used continually to improve candidate performance and program effectiveness. In addition to formal conferences, informal conversations occur regularly. The three-way conferences are used as opportunities for candidates to self-reflect on growth and progress in relation to the TPE, and candidates are guided toward making theory/practice connections as they self-reflect on their effectiveness in meeting the TPE.

Candidates are systematically and sequentially guided toward meeting the TPA (see process). Cooperating teachers and candidates assess individually, and then discuss the candidate's progress using the TPE Summative Evaluation Form [Assessment, Tab 24] before the mid three-way conference and again before the final three-way conference. Daily observation and feedback by the cooperating teacher, formal weekly feedback by the university faculty, and the three self-reflection conferences provide ongoing and continuous monitoring, evaluation, and communication of the candidate's progress towards the TPA. Supervision follows the clinical supervision model. Growth and development are fostered when there are clear goals, guided experiences, regular feedback, and continuous communication towards clearly defined program goals. A systematic, purposefully sequenced, carefully supervised, school-based set of experiences ensures candidates' preparation to serve as competent beginning teachers in induction programs.

Program Elements for Standard 15:

15(a) During the supervised field work sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite course work. As part of the sequence, all candidates complete individual assignments and group discussions in which course work-based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies.

Preparation for the supervised field work sequence occurs at the prerequisite level and the professional program level. The Tri-Placement Program begins with a block of prerequisite courses, which introduce the candidates to multiple strategies for managing and delivering instruction. In EDTE 289C, candidates begin to develop an understanding of the applications of basic foundational issues as they participate in carefully designed field experiences and course assignments. In seminars, candidates are introduced to California Standards of the Teaching Profession, educational belief theories, management theorists, lesson planning, cognitive and pedagogical factors of effective management and instruction influencing language acquisition, and the need for using a variety of techniques, instructional strategies, and assessment practices for all students including EL and special populations, state curricular frameworks and content standards. EDTE 289C serves as a
screening/feeder course to the program and provides an early focused field experience. During the course, prospective candidates "shadow" candidates currently participating in the program to learn about the teacher's role, effective practices, and a variety of management strategies. [Syllabi, Tab 44] The candidates also benefit by having an opportunity to measure their own growth against someone one year behind and to verbalize and explain their growth, experiences, competencies, and progress. SPED 143 offers an introduction to legal mandates, professional expectations, and educational needs of special populations. [Syllabi, Tab 43] ENGL 121 and 232, EDUC 102 address individual factors that influence language acquisition, principles and practices for English language development, receptive and productive language skills and assessment, and diagnostic practices that assist EL. In EDUC 102, candidates learn how instruction of EL is affected by: a) state and federal legal mandates. b) role of family background and experiences, and c) the philosophy and goals of organizational structures. [Syllabi, Tabs 33, 38, 39]

In the Tri-Placement Program, the EDTE 229 course series offers candidates theoretical principles, analysis of instructional practices, pedagogical understandings, and state content standards. The extended calendar affords candidates opportunities to not only focus on specific standards at the very beginning of the year, but also provides repeated opportunities to rehearse the standards in three or more settings with close supervision and guidance. The final placement allows candidates to integrate all the standards as they assume full responsibility for curriculum development and classroom management. Theory is connected to practice systematically throughout the field placements by careful guidance, ongoing, consistent, and frequent supervision, and formal and informal discussions as candidates gradually assume more responsibility in the classroom.

Seminar discussions, team taught by instructors who teach the course work and supervise field experiences, often include a variety of opportunities for students to analyze and synthesize classroom experiences. By the second placement, it is common to hear cooperating teachers acknowledge that candidates are able to reflect critically and make appropriate adjustments and modifications as they deliver lessons. Through careful guidance by university supervisors and cooperating teachers, candidates are prepared to assess, diagnose, and plan the appropriate uses of multiple strategies and the year long “apprentice” opportunities provide for the continuous application, practice, reflection, and modification that is critical for internalizing the science of teaching.

As stated, course work begins in mid-August and continues through June without the usual university semester break in January. Though candidates enroll in discrete courses, the course content is organized and presented in a more integrated fashion. Course work content and assignments are systematically sequenced to align with developmentally appropriate field experiences.

As part of the sequence, candidates complete the following individual assignments and group discussions. Course work based strategies are used and reviewed in relation to (1) state-adopted student academic content standards and curriculum frameworks; (2) students’ needs, interests and accomplishments; and (3) the observed results of the strategies. [Syllabi, Tabs 29, 31, 44; Assignment, Tabs 2, 8, 18]
### Professional Preparation Course work:

- EDTE 229A – Classroom Management and Instruction Strategies
- EDTE 229B - Curriculum and Instruction
- EDTE 229C – Reading/Language Arts in the Elementary Classroom
- EDTE 229D – Curriculum and Instruction
- EDTE 229E – Teaching in Inclusive Settings
- EDTE 229G – Issues in Literacy Development
- EDTE 229S/F – Field/Student Teaching

### Assignments

1) **Meet student academic content standards and curriculum frameworks**

   - **Prerequisite Course work** - EDTE 289C [Syllabi, Tab 44]
   - **Professional Preparation Courses** – EDTE 229 A – G classes, pedagogy and methodology are introduced and modeled with particular emphasis in EDTE 229B and EDTE 229G [See Course work Syllabi and Assignment Matrix, Table 6 in Appendix]
   - Daily lesson planning and teaching
   - Daily written lesson plans
   - Lesson Plan critiques in which the candidate analyzes the lesson plan for organization of lesson, clarity of the standards-based objective, assessment procedures, sequencing, and effectiveness of the instruction
   - Analysis of models of teaching beyond direct instruction with two write-ups on instructional strategies for teaching content area subjects
   - Management Plan
   - Reading/Language Arts Plan
   - Design, instruct, and submit two units of study integrating the state content standards and curriculum frameworks
   - 30 Readings developing a knowledge base in the areas of curriculum, methodology, psychology, and foundations.
   - Portfolio Review – written synthesis statement for each CSTP standard.

2) **Address student needs**

   - **Prerequisite course work** SPED 143 – candidates have a variety of opportunities to demonstrate their knowledge and understanding of characteristics, curriculum modifications, and teaching strategies for special needs students
   - **Professional Preparation courses**
   - EDTE 229D – candidates have a variety of opportunities to plan, teach, and evaluate instruction that is responsive to students’ assessed levels of English proficiency.
   - EDTE 229E – (Mainstreaming) instructional strategies for the exceptional student. Three written observations, an IEP/SST observation, interview of a special needs educator, and observation of a special needs student in the “special” setting. Participation in class discussions of identification and referral procedures, strategies, laws, and sources of assistance.

3) **Evidence of observed results of strategies**

   - **Professional Preparation courses** [Syllabi EDTE 229 series, Tabs 28-32; 45]
   - Management case study
   - Instruction of daily lessons, unit of study, and solo teaching (Trimester I – minimum of 1–3 days, Trimester 2 – minimum of 1 week, and Trimester 3 – at least 3 weeks)
   - Three or more video tapings, a minimum of one per trimester, and self-critiques of candidate's teaching.
   - Daily interactive journals demonstrating personal and professional growth, questions, problems, issues, theory-to-practice connections, insights.
   - Daily verbal/written feedback from cooperating teachers familiar with the TPE. Minimum of one formal weekly observation with written feedback based on TPE
from university supervisor and cooperating teacher followed by a post-conference 
• Trimester three-way evaluation conferences. Mid and final three-ways based on 
the analysis of the TPE evaluations 
4) Keeping the candidate apprised of progress 
• Trimester goals which are aligned to TPE specifically highlight the developmental 
sequence of building the candidates’ competence levels for managing and 
delivering carefully selected, developmentally appropriate, and effective 
instructional strategies. Ongoing formative assessment provides the candidates 
with feedback on instruction. 
• Trimester goals, weekly observations by university supervisor using TPE criteria, 
daily observation and feedback by cooperating teacher using TPE criteria 
. Formative assessment – blue TPE forms completed individually by the student 
teacher and cooperating twice a trimester (mid and final in each trimester), a 
comparison of TPE assessment by student teacher and cooperating teacher after 
each assessment to identify strengths and develop future growth areas 
. In all content courses, candidates are instructed in instructional strategies such as 
direct instruction, concept development, cooperative learning, concept attainment, 
sheltered instruction, guided inquiry, guided discovery, etc. and have opportunities 
to practice them in the classroom. 
• Written classroom observations (six total) with increasing understanding of 
effective strategies for managing classrooms and delivering instruction helps 
candidates see their progress 
•Self-reflection embedded into all written assignments, during three-ways, 
interactive journals, 6th week written self-reflection, end of each trimester written 
self-reflection, and a self reflection on the trimester solo experience, 
• Philosophy statement revised three times during the year to reflect the evolving 
beliefs and understanding of the profession.

15(b) During the supervised field work sequence, program sponsors ensure that candidates 
have extensive opportunities to observe, acquire and utilize important pedagogical knowledge, 
skills and abilities, including those defined in the Teaching Performance Expectations in 
Appendix A.

15(c) During the supervised student teaching or internship, each candidate is supervised in daily 
teaching for a minimum of one K-12 grading period, including in a full-day teaching assignment 
of at least two weeks, commensurate with the authorization of the recommended credential. As 
part of this experience, or in a different setting if necessary, each candidate teaches in public 
schools, experiences all phases of a school year on-site and has significant experiences 
teaching English learners.

During the professional preparation year, candidates have three or more field-based 
opportunities to observe, acquire, and apply the knowledge, skills, and abilities of TPE. 
For a total of 30 – 33 weeks, candidates are placed in three different classroom settings 
with at least one placement in a linguistically, socio-economically, and/or culturally diverse 
student population. (See School Report Cards of Rosedale, McManus, Parkview)

The three placements provide increasing responsibility in the developmental progress of 
the knowledge, skills and abilities in all areas of TPE. 
Lesson planning: Begins with identifying state content standards in lessons taught by 
cooperating teachers and teaching individual lessons in all content areas in trimester 1, 
creating content standards-based lessons and a short unit of study in trimester 2 and 
progresses to designing an extended unit of study based on state content standards in 
trimester 3. 
Management: Evolves from developing a teacher presence in trimester 1 to planning, 
implementing and adjusting an environment that is conducive to learning over an extended
period of time in trimester 3. 

Assessment: Evolves from a case study of the emotional, behavioral and academic needs of a student and progresses to formative and summative assessments that guide instruction of all students.

Instruction: Begins with a limited repertoire of strategies, i.e. direct instruction model, and evolves to an understanding of how to select content specific strategies that most effectively address the needs of all students including ELL and special populations. Candidates are systematically and sequentially guided to develop skills and competencies. Through daily observation and feedback by the cooperating teacher, formal weekly written feedback by the university supervisor, and self-reflective journals and three-way conferences, candidates are provided continuous support, feedback and communication about their progress toward the TPA. Supervision follows the clinical supervision model (see following Table).

<table>
<thead>
<tr>
<th>SUPERVISION MODEL</th>
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<tr>
<td>1) a scheduled observation of a lesson in one of the areas of focus for the trimester</td>
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<tr>
<td>2) a brief pre-conference with review of lesson plans</td>
</tr>
<tr>
<td>3) specific, focused observation with written notes</td>
</tr>
<tr>
<td>4) a follow-up conference to evaluate performance and determine candidate goals for future lessons</td>
</tr>
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Candidates are supported toward assuming full responsibility for the classroom management, planning, assessing and instruction in the three trimesters.  

**Trimester 1** – observe cooperating teacher and prepare individual lessons in all content areas, culminate placement with one – three solo days.  

**Trimester 2** – acquire skills to plans a short unit of study around content standards and expand skills and abilities to plan, manage, and instruct a class of students for a minimum of one week.  

**Trimester 3** – utilize the knowledge, skills and abilities to design a developmentally appropriate unit of study based on state content standards for a minimum of three weeks and plan, assess, manage, instruct, and address the needs of all students in a class of students for at least three weeks.

15(d) The structured sequence of supervised field work includes a formal process for determining the readiness of each student teacher for advancement to daily responsibility for whole-class instruction in the program. Prior to or during the program, each candidate observes, discusses, reflects on and participates in important aspects of teaching, and teaches individual students and groups of students before being given daily responsibility for whole-class instruction. Prior to or during the program each candidate observes and participates in two or more K-12 classrooms, including classrooms in hard-to-staff and/or under-performing schools.  

Candidates apply and are accepted into the **Tri-Placement Program** with a clear understanding that they are choosing to participate in a comprehensive, “apprentice” model professional preparation program that follows the public school calendar and requires full classroom participation during the entire academic year. Prior to acceptance, all prospective candidates are required to have written verification of at least thirty of their forty-five hours of participation in a culturally and/or linguistically diverse classroom setting. After program acceptance, each candidate is required to have at least one of the three field placements in a culturally and linguistically diverse setting where there are a significant number of English learners. Due to the unique structure of the **Tri-Placement Program**, candidates are placed in classrooms beginning in mid-August and remain until the end of the school year the following May/June. Readiness to assume full responsibility for the classroom is closely monitored through daily supervision by the cooperating teacher and
weekly supervision by the university faculty. The three three-way conferences held each trimester, between the candidate, cooperating teacher/s and university faculty, provides a formal process for clarifying trimester goals, assessing progress towards the goals, and determining readiness for solo teaching and advancement to the next placement. Close monitoring and feedback provides candidates with ongoing knowledge of their progress. The mid-way and final assessment forms are coded to the TPE and permit candidates to assess their own growth and to receive feedback, using clearly defined descriptors. Candidates not progressing at the expected rate are counseled out of the program or, if appropriate, given opportunities to extend placements in order to gain more practice time.

The level of responsibility in the classroom gradually increases with each trimester. Candidates are placed in three different classroom settings and work with three cooperating teachers in all aspects of classroom responsibility. Candidates gradually build each trimester toward the assumption of full responsibility for all classroom planning, teaching, assessment, and management. [Program Documents, Tab 27] All candidates are assigned to three carefully selected grade levels and cooperating teachers over the course of the professional preparation year. One placement must be in a kindergarten and/or first grade and at least one must be in a classroom where there is a significant number of students with various English language development levels.

15(e) Prior to or during the program each Multiple Subject Teaching Credential candidate observes and participates at two or more of the following grade spans: K-2, 3-5, and 6-9.

**Prerequisite Course Work:** Candidates have multiple opportunities to observe and participate in two or more grade spans during the prerequisite courses. They participate in and receive credit/stipend for professional development programs such as Community Action Volunteers in Education (CAVE), America Reads, CSU,C MathLinks Project, and the Butte County Networks Projects. They must have a minimum of forty-five documented hours of participation in early field experiences. Additionally, Tri-Placement Program candidates are required to shadow a current student teacher for at least 30 hours as part of their prerequisite EDTE 289C course.

During the professional preparation year, candidates are placed in at least three different grade levels. There is at least one placement in a lower primary grade, K – 1, and an intermediate grade, 4 – 6. The third placement is frequently dependent on the need, special skills, and preference of the candidate. If the candidate is working toward a supplementary authorization, he/she is also given a grade 6 –9 placement in the appropriate subject area. All students are placed in at least one lower social economic school with a linguistically and culturally diverse population. Three of the partner schools have state-support Under Performing School (UPS) grants.

15(f) Prior to or during the program each Single Subject Teaching Credential candidate observes and/or participates in two or more subject-specific teaching assignments that differ in content and/or level of advancement.

Each year, a small number of TPP candidates qualify for and pursue both a multiple and a single subject credential during one academic year. Those candidates preparing for single subject credentials are assigned a minimum of one placement in a secondary school at a junior high or high school level. They participate on a daily basis for at least one quarter and are given full responsibility for planning, teaching, and evaluating in a number of classes. Candidates increase their teaching responsibilities until they are able to manage and instruct two or more subject-specific teaching assignments that differ in content and/or level of advancement. They are enrolled in a pedagogy course (EDTE 246B) to explore appropriate content methods, strategies, and activities for adolescents.
STANDARD 16: Selection of Field work Sites and Qualifications of Cooperating teachers

In addition to the provisions of Common Standard 7, sponsors of the professional teacher preparation program select each school site for candidate field experiences based on a sound rationale related to the professional preparation of candidates. In addition to the provisions of Common Standard 8, sponsors of the program effectively appraise the qualifications of school-based supervisors; provide for their role-specific orientation and preparation; and communicate with them about responsibilities, rights, and expectations pertaining to candidates and supervisors.

Response:

The Tri-Placement Program is very fortunate to have two excellent local school districts for field work sites. Following the PDS model, a close partnership between the site administrator, selected teachers, and the university faculty is essential. University faculty work in close collaboration with a large corps of well-qualified cooperating teachers at seven school sites in the two local school districts. The schools vary in size, language and cultural diversity, and philosophy. Four of the schools are conventionally calendared and three follow a Year Round calendar. Candidates are placed in school settings with excellent modeling, frequent coaching, integration of theory and practice, and opportunities for candidates to experience the full range of responsibilities of a professional teacher. The two local school districts have sustained this collaborative partnership since the Tri-Placement Program was first conceptualized and implemented almost 25 years ago. The two local school districts are Chico Unified and Durham Unified.

Chico Unified School District has an enrollment of 13,465 students with 16 elementary, three junior high, and three high schools. Six of the elementary schools are on Year Round calendars. It is worth noting that two of the elementary schools, Rosedale and Hooker Oak, and two secondary schools, Chico High School and Bidwell Junior High School, were recipients of the California Distinguished Schools Award. Rosedale and Hooker Oak have been partner schools for over 20 years. Chico High School was also selected as a National Blue Ribbon School. There are many specialized program options in these schools. At the high school, the smaller learning communities of ACT and Chico High West offer two or three period course blocks stressing intellectual development, critical thinking, cooperating, and problem solving. The curriculum is interdisciplinary and taught by a team of teachers. At the elementary level, Hooker Oak Elementary houses the Open Structure Program where the Tri-Placement Program originated 25 years ago. The philosophy of the Open Structure Program is one of parent/student involvement and responsibility in education. The pedagogy of this program reflects content integration and problem-based inquiry with guiding essential questions.

Collaboration with Durham Unified School District began 14 years ago. Durham is a small cohesive farm community with high parent and community involvement in the schools. One special option is a primary leveled reading program called Reading Discovery, which is an excellent school wide reading model. Additionally, Durham Elementary has practiced “looping” for its kindergartens and first grades for the past six years.

The consistency and continuity of the Tri-Placement Program have been maintained with the same university faculty serving as field supervisors and course work instructors for more than 19 years. Candidates are supervised by at least two of the university faculty. The majority of the candidates are supervised by all three faculty members over the course of their preparation year. There is a core group of cooperating teachers who have
mentored candidates for the last 20 years and support the philosophy of the program. In addition, at least 15% of the cooperating teachers are graduates of the program and a high percentage of the cooperating teachers serve in leadership roles, e.g., mentor teachers, task force leaders, staff development trainers, BTSA coaches, etc. Cooperating teachers are involved in the screening of prospective candidates enrolled in EDTE 289C who shadow candidates in their field placements. As the professional preparation year progresses, cooperating teachers assist and provide valuable support and evidence in screening out and/or counseling out unqualified candidates.

Role-specific orientation and preparation and communication about responsibilities, rights, and expectations pertaining to candidates and supervisors occur in many ways. On-site orientations are offered to all new cooperating teachers participating in the program. The following topics are covered: the roles, responsibilities, and expectations of cooperating teachers, clinical supervision, structure of the program, program beliefs, trimester goals for candidates, feedback and evaluation procedures, etc. Since the 2042 Standards were adopted, all cooperating teachers have been continuously updated and/or included in program modifications, additions, and adaptations.

On a recent survey seeking feedback from cooperating teachers about program design, structure, delivery, working relationships, and communication using a Likert scale of 1 – 5 (1: unfamiliar and 5: very familiar), the following information was obtained [Program Documents, Tabs 27A, 27C]

The Areas of Good Communication (weighted average between 3.5 – 4)

Cooperating teachers:
- understand professional preparation course requirements and teaching expectations for candidates
- are familiar with the range of candidate experiences
- feel they provide input to the candidate’s preparation process

Cooperating teachers:
- Consider candidates familiar with content standards
- Candidates are skilled to self-reflect to improve and grow
- Candidates are familiar with the CTSP

The Areas of Good – Better Communication (weighted average above 5)

Cooperating teachers:
- Understand the program’s emphasis on making theory/practice connections
- There’s frequent communication among candidates, university faculty and cooperating teachers
- Candidates are developing as professional educators, seeking constructive feedback and committed to learning.

While this was a formal request for feedback from the partners in the field, information is often given informally to university supervisors during frequent site visits. The TPE Assessment Form recently developed with considerable input by partners has served two purposes. Cooperating teachers use the assessment form as a comprehensive checklist of the knowledge, skills, and competencies to guide their mentoring and monitor candidates’ progress and growth. It also permits candidates to self-assess their performance and compare their perceptions with that of their cooperating teachers. The assessment form was field tested with candidates during the 2001-2002 academic year. [Assessment, Tab...
As modifications continue to be made, cooperating teachers are updated with the rationales for the changes. The feedback received from cooperating teachers has been very positive, productive and helpful as the program continues to maintain its high standards of excellence and seeks ways to improve candidates’ experiences. Roles and responsibilities are also clearly delineated and shared in a handbook (See Cooperating Teacher Handbook) that is given to each cooperating teacher after an orientation session. The handbook outlines the roles, responsibilities, and expectations of the candidate, cooperating teacher, and university supervisor. It defines trimester goals, and clearly states candidates’ standards of acceptable performance. Strong working relationships between cooperating teachers, site administrators, and university supervisors are well established. Open lines of communication are formed through frequent dialogue and collaboration.

Formal collaboration occurs during each of the three or more field placements. Three three-way conferences are scheduled each trimester to review specific placement goals which have been carefully designed to incorporate and address progressively all of the 2042 standards. Roles and responsibilities of all parties are reviewed at this time.

Cooperating teachers and university faculty are aware of and support each other in fulfilling their roles and responsibilities. Due to the frequent contact between university supervisors and cooperating teachers, updating and in-servicing occur continuously. In addition to formal conferences, informal conversations and information exchange take place regularly.

Many of the participating cooperating teachers have participated in a clinical supervision seminar taught by one or both of the university faculty. Clinical supervision is continuously modeled for cooperating teachers as university supervisors formally meet with each candidate a minimum of once a week. Cooperating teachers frequently participate in the debriefing. [Syllabi, Tab 33]

Candidates are offered three or more diverse experiences among the many placement options, i.e. primary grades, intermediate grades, Open Structure classrooms, conventional classrooms, Reading Recovery; secondary placements, fine arts, etc. Multiple options and experiences are made possible by following the public school calendar verses the university calendar. Candidates have over 150 days in the classroom, a great deal more than most conventional teacher preparation programs. Placement assignments are carefully selected in order to match the individual strengths and needs of the candidates with the strengths of exemplary cooperating teachers.

As stated, the Tri-Placement Program was awarded the California Council on Teacher Education (CCTE) excellence in partnership award in 1988 and 1999. The partnership, created with the two local unified school districts, has been sustained for over twenty years. Over 100 exemplary cooperating teachers in the two school districts provide outstanding guidance to students and candidates alike and the young students in cooperating teachers’ classrooms are the beneficiaries of the quality educational experiences provided.
Program Elements for Standard 16:

16(a) For all candidates, program sponsors and cooperating school administrators select field work sites and classrooms based on the effectiveness of observed teaching and learning. Except in unusual, unanticipated circumstances, field work assignments occur at pre-selected sites where the state-adopted academic core curriculum is effectively implemented.

Cooperating teachers are selected from a pool of highly qualified and committed professionals. Application forms requesting professional information such as degree, credential, and special qualifications are submitted by those desiring to serve as cooperating teachers to the building administrator for approval [Program Documents, Tab 27B] All cooperating teachers participating with the Tri-Placement Program are observed by one of the program faculty. Teachers seeking to be partners in the Tri-Placement Program must have at least three years of successful teaching experience, skills and/or workshops in supervision techniques, a desire to mentor developing professionals, and a recommendation from their site administrators.

Both Chico Unified School District and Durham Unified School District have adopted academic core curriculum. Candidates are well prepared to teach in all contexts, with multiple placements in diverse settings. Durham Unified offers candidates experiences in a small rural setting with a student population that has scored well on the API. Chico Unified offers a rich blend of diversity in the student population (socioeconomic levels, cultural, and linguistic differences). Three of the diverse school sites have been awarded state support funding for Under Performing School (UPS) status.

School sites are selected for the quality of the teaching staff, diversity of the school population, and ability of the cooperating teachers to work collaboratively with university faculty to mentor and supervise candidates in this alternative preparation program. Not only are the qualifications of the school site and cooperating teachers thoughtfully reviewed in the selection process, but also with each candidate placement, thoughtful consideration is given to matching cooperating teachers with the needs, strengths, developmental levels, interests, and abilities of candidates in the program. This careful consideration is intended to allow candidates to make anticipated growth each trimester.

16(b) Program sponsors and cooperating administrators provide opportunities for each candidate to work with exemplary certificated teachers in field work assignments, including assignments in low-performing and/or hard-to-staff schools and/or assignments with English learners.

Candidates are placed in a variety of school contexts with at least one of the three placements in a low-performing and/or difficult-to-staff school and/or in an assignment with a significant number of English learners. Candidates are placed in one or more of the three elementary schools with the Under Performing School (UPS) status due to the diversity of the student population. Rosedale successfully increased its API scores with the assistance of state funds and a dedicated staff and administration. Parkview and McManus recently received State UPS funding which begins the fall of 2002. The demographics of the schools are as follows:

Rosedale - is an UPS state funded school with a linguistically and economically diverse student population. 84% of the students are on government assistance and 47% of the students are designated ELL.

McManus – is an UPS state funded school with a linguistically and economically diverse student population. 75% of the students are on government assistance and 35% of the students designated ELL. McManus also mainstreams hearing impaired students full time.
in the regular classrooms.

Parkview is an UPS state funded school with a linguistically and economically diverse student population. 90% of the students in the neighborhood program are on government assistance and a high percentage of the students have social, emotional and academic needs. A significant number of students are identified English Language Learners. (See School Report Cards)

16(c) Program sponsors and school-site representatives clearly outline and consistently follow criteria and procedures for selecting teachers to supervise field experiences in the program. Selection criteria are consistent with the cooperating teacher’s specified roles and responsibilities, and include knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional teachers.

New cooperating teachers identified for participation in this program must be recommended highly by the site administrator. Potential cooperating teachers are required to complete a comprehensive application requesting specific information regarding credential/s, experience, expertise, special certifications as CLAD, strengths, talents, supervision knowledge, etc. [Program Documents, Tab 27B] Final selection is based on the qualifications of the prospective cooperating teachers. Qualification is based on experience, knowledge of sound theory and proven effective practices. Cooperating teachers also must demonstrate high degrees of professionalism, confidence, and the ability to promote and help sustain the growth of candidates. As in all pre-service programs, trained and capable cooperating teachers with experience, knowledge, and teaching skills are an essential component of an effective program.

Identification and selection of highly qualified cooperating teachers is an essential component of a PDS program. Cooperating teachers must exemplify and support the beliefs of the program and be willing to share space, students, knowledge, materials, planning, and insight with novice candidates. Extra effort, time and energy are required to place and supervise candidates in multiple school settings in order to offer candidates the full range of experiences to prepare them for the diversity that exists in today’s classrooms.

There is an annual review of the personal and professional status of all participating cooperating teachers with the site administrators. With the current demands on classroom teachers, the readiness to mentor candidates can fluctuate. Participating cooperating teachers are requested to self-assess on a regular basis. [Program Documents, Tab 27E]

16(d) In the program, each teacher who supervises a candidate during a period of daily responsibility for whole-class instruction holds a valid credential that authorizes the teaching assignment. Each candidate’s teaching of English learners (EL) is supervised by a teacher who holds a valid EL teaching authorization.

All cooperating teachers and university supervisors hold valid teaching credentials. Both Chico Unified and Durham Unified have a policy of not hiring teachers on Emergency Permits. All participating cooperating teachers in Chico Unified have a valid EL teaching authorization, the CLAD, or equivalent (see document). Currently, 100% of the cooperating teachers in the culturally and linguistically diverse schools in Chico Unified have been trained and certified to teach EL students. Recently, both school districts mandated that all teachers acquire the CLAD-type certification that authorizes them to support and expand English language development levels and help all students access the core curriculum. The CUSD has sponsored a training program called EXCEL. A candidate seeking a supplementary authorization or single subject credential is placed with a cooperating
teacher who has an authorized credential in the specified subject area. (see CUSD faculty data)

16(e) Program sponsors and cooperating school administrators enable cooperating teachers to complete, as needed, planned professional training to develop their understanding of the developmental progression of beginning teachers; the Teaching Performance Expectations for Preliminary Teaching Credentials; state-adopted academic content standards for students; theory-practice relationships in the program’s curriculum; and effective professional communication with candidates and intern teachers.

Due to the design and structure of the Tri-Placement Program, university faculty provide ongoing in-service and modeling for cooperating teachers in such areas as the developmental progression of beginning teachers, the Teaching Performance Expectations for Preliminary Teaching Credentials, state-adopted academic content standards for students, theory-to-practice relationships in the program’s curriculum, supervision practices, curriculum design, and effective professional communication with candidates. Participating cooperating teachers are regularly surveyed for additional training, support, and clinical supervision. An analysis of the results of the last cooperating teacher survey indicated little need for a recurring clinical supervision seminar at this time. For the last two years, CUSD and Durham have offered annual in-services on state-adopted academic content standards for their cooperating teachers. Candidates have also participated in the district-sponsored in-services that augment university seminars.

The discussions held each trimester during the three-way conferences focus on the topics above. The TPE Assessment forms highlight candidates’ progress and areas of growth. Cooperating teachers are made aware of the developmental progress of their candidates through the candidate’s self-reflection. The developing continuum of knowledge, skills, and abilities in order to achieve competencies in the TPE are clearly imbedded in the trimester goals. [Program Documents, Tab 27]

With frequent modeling by university supervisors, participating cooperating teachers are encouraged to engage candidates in active self-reflection to facilitate decision making that ultimately leads to more effective classroom practices. Candidates learn that reflection is a deliberate, purposeful, and natural process that expedites the development of future action by stimulating examination of past and/or present activities and behaviors. Candidates continually relate, refresh, review, and revise understandings, experiences, and beliefs. In reflecting on their daily experiences, interactions, and lesson deliveries, candidates give meaning to classroom activities, internalize information about the teaching/learning process, and gradually acquire the necessary skills for instructional leadership. Theory to practice connections in program curriculum and field experiences helps to develop reflective practitioners. Interactive journals kept by candidates provide daily opportunities to reflect on classroom experiences and interactions with children and to help gain valuable insight and understanding about the teaching/learning process. [Assignment, Tab 9]

Content standards are addressed in seminar and candidates are supplied with appropriate grade level specific, state content standards in all curricular areas for each trimester placement. Cooperating teachers and candidates use the grade level content standards, state adopted materials, and personal and student interests to plan and design lessons and units of study.
16(f) Individuals selected to provide professional development to cooperating teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors’ expectations for cooperating teachers, state-adopted academic content standards and frameworks, and the developmental stages of learning-to-teach; (3) model collegial supervisory practices that foster success among credential candidates; and (4) promote reflective practice.

The individuals responsible for providing professional development to supervising teachers are the three Tri-Placement faculty members who also plan and deliver the majority of the seminar content to candidates and conduct all the on-site supervision in candidates’ field placements. Each of these individuals has more than 20 years of successful supervision experience. Williams and Reynolds have coordinated and participated in the delivery of supervision workshops for cooperating teachers. A core faculty that has remained remarkably consistent over the years nurtures the consistency and connection to the original concepts and beliefs of the program. The program continues to mature, grow, and evolve with current research and state directives to better meet the changing needs of candidates as well as of the school population. The university faculty involved are Ms. Nancy Williams, Visiting Associate Professor of Education, Dr. Carolynn Reynolds, Professor, School of Education, and Dr. Margaret Mow, Distinguished Teacher-in-Residence. The instructors/supervisors have the support of Dr. Jim Richmond, Chair of the Department of Professional Studies in Education and Dr. Stephen King, Dean of the College of Communication and Education.

All three faculty members maintain currency in the theory and practice of supervision by attending workshops, maintaining professional memberships, serving on state and local task force committees, and continuing their own research. (See vitae) Each participates actively in public school and program meetings and discussions to evaluate, revise, and refine a variety of procedures, processes, and requirements relating to the selection and support of cooperating teachers. (see minutes of SOE, CPC, department meetings)

As a current school district employee, Dr. Mow serves as Teacher-in-Residence. Through her active participation on district committees and with her current classroom experience, Dr. Mow assures the coordination of seminar content with State and district content standards. Each trimester, she provides for each candidate the set of content standards specific to the candidate’s assigned field placement. With these standards in hand, the adopted classroom materials, and the three-way conferences with cooperating teachers, each candidate is provided with three field placements in which to practice designing learning activities and determining appropriate modifications to meet the needs of all students while also meeting grade level expectations.

As candidates move from trimester to trimester, the depth and breadth of their classroom responsibilities are increased. The Cooperating Teacher Handbook and trimester calendars clearly delineate the trajectory followed by most candidates as they move from observer to competent beginning teacher. For those candidates with unique and/or specialized skills and training or for those who may have a need for more time, individual contracts, plans, or special assignments are made.

Supervisors model collegial supervisory practices that foster success among credential candidates by engaging all candidates in seminar discussions and utilizing strategic group processes and grouping strategies. The open lines of communication with cooperating teachers and respect for the triad of student teacher, university supervisor, and cooperating teacher as a team approach to professional development are critical factors in the success of collegial relationships. Supervisors share candidate folders and information with both
the candidates and cooperating teachers. Placements in classrooms are made in consultation with candidates and cooperating teachers. Initial, middle, and final three-way conferences for each placement foster common goals, clear communication, accurate assessment, and success for all. (see CT handbook, forms, etc.) Faculty members subscribe to a clinical supervision model that suggests learning to teach is best accomplished with careful supervision in the context of authentic classroom settings. Cooperating teachers are mentored by faculty members as they model supervisory practices that support candidates’ growth and development. Cooperating teachers are considered integral partners in the professional preparation of candidates. Clinical supervision in-service is offered on recurring cycles. The topics covered include establishing relationships with candidates; the clinical supervision model – pre-conference, data-gathering, and debriefing; idiosyncratic situations – positive and negative; problem solving; and effective reference letter writing. [Syllabi, Tab 33]

Self-reflection is one of the guiding principles of the Tri-Placement Program. Through ongoing, carefully guided reflection experiences, candidates consciously and deliberately think about classroom events, experiences, and behaviors. They problem solve, question values and beliefs, critique personal experiences, and explore appropriate responses to their actions and reactions in the classroom. Participants become daily reflectors through lesson evaluations, journal entries, and classroom conversations. Seminar discussions, reflection assignments, and formal observation debriefings occur weekly. Regularly assigned videotapes and written critiques of candidate teaching experiences, self-assessment forms used at the middle and end of trimesters, and the final portfolio review continue the self-reflection habit and better ensure its continuation into and beyond induction.

16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all field work participants, orally and in writing, the clearly defined roles and responsibilities of candidates, institutional supervisors, and cooperating teachers in the supervised field work sequence. Each teacher who supervises a candidate during a period of daily whole-class instruction is well informed about (1) performance expectations for the candidate’s teaching and pertaining to his/her supervision of the candidate, and (2) procedures to follow when the candidate encounters problems in teaching.

Roles and responsibilities of candidates, institutional supervisors, and cooperating teachers in the supervised field work sequence are clearly defined orally through site level orientations, clinical supervision as needed, and in writing in the Handbook for Tri-Placement Program. Cooperating teachers. (see TOC of handbook) Included in the handbook is general information about the design and structure of the program, candidate responsibilities, evaluation procedures and forms, trimester goals with performance expectations, and sample feedback forms for cooperating teachers.

Cooperating teachers and university faculty give regular feedback to candidates regarding the candidate’s progress towards meeting the TPE. Formal formative assessment consists of mid placement and final evaluation on a TPE Assessment Form [Assessment, Tab 24] each trimester for a minimum of six times over the course of the preparation year. Three-way conferences focus on the progress made by each candidate. Trimester goals guide the increasing responsibilities in the field placement. [Program Documents, Tab 27] Regular and frequent three-way conferences encourage close monitoring of each candidate’s progress. Written documentation during three-ways supports the evaluation of the candidate. [See candidate folder]

University faculty and cooperating teachers work closely to support or counsel out of the program (or, in some cases, teaching as a career) those candidates who do not
demonstrate appropriate or satisfactory progress. Trimester one is used as a screening trimester. After being in the classroom full time, candidates are expected to solo teach one to three days by the end of the first trimester. Candidates are kept well informed of their progress, growth areas, and expectations. The program has averaged a 10% candidate exit rate each year because individuals are unable to meet the expected program standards to be recommended for a credential. Frequently, a candidate who demonstrates appropriate skills but is making slower progress has had the student teaching period extended until effectiveness in the classroom is observed and the minimum expectations to exit the program have been demonstrated.
Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Field Work Sequence

Qualified members of the professional teacher preparation program determine and document the satisfactory qualifications and developmental readiness of each candidate prior to (1) being given instructional responsibilities with K-12 students and (2) being given daily whole-class instructional responsibilities in a K-12 school.

Response:

All candidates who enter the Tri-Placement Program must have earned subject matter competence either by completing the Liberal Studies waiver program or achieving a passing score on the MSAT. Further, each candidate must have completed all credential and program prerequisite course work to be considered eligible for program acceptance.

In EDTE 289C candidates are introduced to the California Standards for the Teaching Profession. During in-depth seminar discussions candidates are provided information about expectations, basic lesson planning and classroom management concepts, and California Frameworks and content standards. The opportunity to “shadow” a current program participant in field placements for thirty hours affords candidates’ additional classroom experiences. Additionally, prior to program entrance, all candidates must have a minimum of forty-five hours in a culturally and linguistically diverse classroom setting with written verification attesting to their experiences, qualifications, and work with students of varying backgrounds. Candidates have field experiences in several of their prerequisite courses. These combined early experiences prior to program entry form a solid foundation on which candidates are prepared to build further instructional responsibilities. This classroom participation gradually increases from working with individuals and small groups to assuming full responsibility for all planning, instruction, assessment, and management for extended periods of time in K-12 schools.

Program Elements for Standard 17:

17(a) Prior to being given daily responsibility for whole class instruction in a K-12 school, each candidate fulfills the state basic skills requirement and verifies completion of at least four fifths of the state subject matter requirement.

Prior to being accepted into the program, assigned to a field placement, and given daily responsibilities for small or whole class instruction in K-12 schools, applicants for the Tri-Placement Program must complete the following core prerequisites.

Core Pre-requisites:

- verification of Subject Matter Competence or equivalent MSAT;
- Courses: Psychology 21 – Psychology of Teaching; CSCI 010 – Computer Literacy; CMST 011, 012, or Theatre 29 – Public Speaking; POLS 055 or 155 – American Government; HCSV 260 – Health Science;
- Standard I3 requirements: ENGL 121 – Principles of Language; ENGL 232 – Theory and Practice of English as a Second Language; 6 semester units of a single foreign language (or 3 years of high school foreign language with a grade of “B” or better); EDUC 102 – Access and Equity in Education
- Grade point averages specified by Chancellor’s Office and CSU, C
- Additional prerequisites requirements: TB clearance, candidates must have taken CBEST test (passage of CBEST required before being recommended for a credential), Community Level CPR (prior to being recommended for a credential),
Certificate of Clearance, 45 hours of early field experience in a linguistically and culturally diverse classroom.

**Tri-Placement Program specific pre-requisites:**
- SPED 143: Overview of Special Education;
- EDTE 289C: Multicultural/Multilingual Field Experience.

Prospective candidates for the Tri-Placement Program submit pre-application materials in the fall, one year in advance of anticipated enrollment in the program. The pre-application process allows students to become acquainted with faculty and receive advising and important information prior to program entry. The final date for completion of program and graduate school application materials is the first Friday in March of the spring prior to anticipated program entry.

In addition to pre-application materials, satisfactory performance and a completed portfolio are required in the EDTE 289C course. Candidates are required to take EDTE 289C in the fall or spring prior to the August program start-up.

Assignments of candidates to field placements are made by program faculty only when candidates have completed all of the above requirements and have completed a week long induction with program faculty in August prior to the university start up. During this experience, candidates meet on the university campus as a cohort for additional information about and experience with lesson planning, ethics, demonstration lessons, literacy and management issues, concepts and strategies. The Direct Instruction Strategy learned and practiced in EDTE 289C is reviewed and incorporated into demonstration lessons by candidates. A summer reading list, distributed in the spring prior to program entrance, forms the foundation on which discussions are based. Candidates are expected to read the assigned materials and return well prepared for the initial seminar discussions and for further information prior to entering K-12 classrooms to assume responsibility for any instruction. (See *Summer Packet* in **Assignments, Tab 1B**)

17(b) Prior to assuming daily responsibility for whole class instruction in a K-12 school, each candidate must demonstrate a fundamental ability to teach in the major domains of the Teaching Performance Expectations.

The design of the program in which candidates gradually assume more instructional responsibility in carefully selected field placements fosters the development of candidate skill and competence relative to each TPE. Continual participation in three field placements, ongoing supervision (daily by cooperating teachers and weekly by supervisors), frequently held pre- and post-conferences, initial, mid-way and final three-way conferences, self assessments and assessments by cooperating teachers and supervisors relative to the TPE, all provide opportunities for candidates to demonstrate fundamental competence to teach students. Candidates gradually increase their participation and responsibilities as they gain experience, confidence, and competence in lesson planning, managing, modifying, selecting objectives and activities, and preparing the classroom for instruction. Candidates advance to the next placement only after considerable input from supervisors and cooperating teachers, a great deal of self-reflection, and consistent demonstration of successful work with children in field placements.
Program Standard 18: Pedagogical Assignments and Formative Assessments
During the Program

As each candidate progresses through the program of sequenced course work and supervised field work, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate’s pedagogical assignments (1) address the Teaching Performance Expectations (TPE) as they apply to the subjects to be authorized by the credential, and (2) closely resemble the pedagogical tasks that comprise the Teaching performance assessment (TPA) in the program. Pedagogical assignments and tasks are clearly defined; the candidate is appropriately coached and assisted in the satisfactory completion of pedagogical tasks and assignments. Qualified supervisors formatively assess each candidate’s pedagogical performance in relation to the TPE. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Response:

The Tri-Placement Program is designed with sequenced course work, that is interrelated and integrated with supervised field work and pedagogical assignments and tasks. Sequential learning experiences delivered through both course work and field experiences integrate a clearly defined body of knowledge throughout the program. [See Table 6 in Appendix] The design and structure of the Tri-Placement Program promote consistency and continuity in standards and expectations and provides opportunities for theory-to-practice connections. Frequent coaching, integration of theory and practice, and opportunities for candidates to experience the full range of responsibilities of a professional teacher are part of the design of the program. These elements ensure effective professional development as candidates gradually refine and expand their skills and competencies over the course of the year. The pedagogical assignments and field work tasks increase in complexity. The program’s guiding principles support the preparation of competent beginning teachers. By constructing knowledge and understanding, candidates form a foundational understanding of the developmental nature of learning and pedagogical principles that can be translated into effective “classroom” practice. Candidates begin in classrooms in August and follow the public school calendar as they gradually increase their responsibilities, and gain confidence and competence in their professional development. The extended experience provides candidates opportunities to progress developmentally from the knowledge to the synthesis level. Theory-to-practice connections are nurtured in carefully selected placements that reflect program goals, and match candidates’ needs and strengths and by ongoing and substantive coaching in the context of authentic settings. Standards-based integrated instruction, problem-based learning, and contextualized learning focus on meaning-centered learning opportunities to ensure candidate competence.

The following are the previously stated program principles and serve to guide faculty as they coach, mentor and assist candidates to develop teaching competencies:

- lengthening the contact period of candidates with students and requiring that student teaching take place throughout the entire academic year, affording candidates a complete range of experiences with duties and responsibilities gradually increasing to those expected of full time beginning teachers.
- building opportunities to evaluate progress through systematic three-way conferences with cooperating teachers, classroom observations, and daily contact with students throughout the academic year.
providing candidates with opportunities to apply theory immediately and constantly in practice with regular written and verbal feedback from university supervisors and cooperating teachers

integrating theoretical course work with concurrent practica through weekly seminars throughout the entire year to connect theory and practice

providing candidates with opportunities to work with more than one cooperating teacher and in at least three different grade levels (one of which must be a kindergarten or first grade classroom where beginning reading is taught and one in which there are a significant number of English learners).

facilitating candidates’ frequent and substantive contact with school-aged students early in the program.

fostering supportive and developmental, rather than judgmental, relationships among candidates, instructional and supervisory staff.

Assignments and tasks address the TPE and closely resemble the pedagogical tasks that comprise the TPA. Course assignments begin with isolated tasks and gradually evolve into synthesis tasks. Plans for individuals and small reading groups evolve into a comprehensive language arts plan for the candidates’ own classrooms by trimester III. A behavior modification assignment with a challenging student evolves into a comprehensive management plan for the classroom. Daily lesson plans in each content area based on content standards evolve into standards-based integrated units of study that are designed, planned, presented, and assessed. Analysis of effective models of teaching assists candidates as they expand their repertoires of teaching strategies. Assignments are designed to guide candidates as they develop, refine, and expand their teaching competencies over the course of the year. Written assignments, predominately based on field experiences, culminate in performance demonstrations at the end of each trimester. Candidates are expected to demonstrate pedagogical knowledge and competencies by assuming full responsibility in classrooms at the end of each trimester. The full time participation in classrooms provides repeated opportunities to demonstrate candidates’ skills and abilities. [see the matrix of course work and field work assignments that are aligned to TPE. /TPA].

Coaching and support occur in multiple ways including daily feedback from the supervising teacher, weekly formal clinical supervision by university faculty, written feedback in daily interactive journals by university faculty, feedback at the mid-way conference and at the end of each trimester. Feedback is systematic and personalized to the candidate’s developmental level of competence to ensure growth. In the multiple field experiences, candidates are supported and counseled through a variety of school contexts to impact the candidate’s developmental understanding and effective application of teaching skills. Candidates receive feedback on pedagogical performance in relation to the TPE. Through regularly three-way conferences, daily planning sessions with cooperating teachers, and self-reflections, candidates receive complete, accurate, and timely feedback with suggestions for improved performance. An aspect of the three-way conference is the individual formative assessment and growth plan to provide for continuity and consistency as the student progresses from trimester one through to trimester three.

[Assessment, Tabs, 23, 23A] Three conferences including one at the beginning of each field placement to establish expectations, one mid-way through the placement to assess progress, and a final one at the end of the placement causes candidates to reflect on growth and identify future goals. The systematic process of gathering formative assessment information is used to improve candidates’ performances relative to the TPE. Skills, abilities, and knowledge evolve developmentally through an interaction with different perspectives (other candidates, supervising teachers, and university faculty). Coaching is personalized and connected to each candidate’s unique needs and experiences.
Program Elements for Standard 18:

18(a) During the supervised field work sequence, the assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's work in delivering the curriculum to students of varying backgrounds and abilities. Supervisors of intern teachers draw their attention to increasingly complex aspects of their teaching responsibilities and expect candidates to make adjustments and improvements in these aspects of teaching, as needed.

The trimester structure of the TPP has been carefully crafted to allow for increased complexity of assigned tasks. Candidates build knowledge, skills, and abilities to address increasingly important aspects of delivering curriculum to advance the knowledge, language development levels, and abilities of all students. Competency in meeting the needs of students of varying backgrounds and abilities increases during each trimester as candidates modify and adapt instruction to meet the needs of all students. [refer to the Standards Based Assignments and tasks matrix, Table ]. Note the developmental nature of the comprehensive assignments and tasks, culminating with a minimum three-week solo period in the final trimester field placement. Candidates build competency to attend not only to the complex aspects of the teaching responsibilities, but also to make the necessary adjustments and improvements based on students’ needs.

18(b) In the supervised field work sequence, the pedagogical assignments and tasks of Multiple Subject Teaching Credential candidates address: (1) the full range of Teaching Performance Expectations (TPEs) as they apply to and/or are used in the teaching of reading; (2) the major domains of the TPEs as they apply to and/or are used in the teaching of mathematics, science, history-social science, the arts, physical education and health, and (3) TPE 7: Teaching English learners (see Appendix) as it applies to and/or is used in the teaching of English language development.

The trimester structure of the program affords candidates opportunities to plan and teach daily lessons in all content areas in three diverse contexts, each at a different grade level. Beginning with trimester one, candidates teach isolated lessons in every content area and culminate the trimester with a solo period of from one to three days depending on prior classroom experiences, confidence, and classroom considerations. Prior to the solo period, candidates teach parts of the day and gradually increase to teaching and managing the entire day. Candidates must demonstrate the knowledge and skills to teach all content and to manage the routines and behavior in order to solo teach. [See Table 8 in the Appendix]

In the area of reading, candidates are assigned to plan and teach small reading groups in trimester one and by trimester three, candidates integrate the language arts standards into correlated units of study taught throughout the school day. In the teaching of mathematics, science, history-social science, the arts, physical education, and health, candidates design and implement at least two integrated units of study. In the area of teaching EL, each candidate is placed for at least one of the three field placements in a linguistically, culturally, and/or economically diverse setting.

All domains of the TPE are applied in teaching the different subject areas. Seminar discussions held early in the professional preparation year focus on teaching reading/language arts. The discussions evolve into how the processes of teaching apply in other content areas. Candidates carefully evaluate and consider the TPE when planning and teaching lessons in each content area. [See Table 8 in Appendix: TPE Aligned Pedagogical Assignments in Content Area Instruction Matrix]
Field placements afford candidates opportunities to increase daily responsibilities from planning individual lessons for students and small groups to assuming full time teaching, managing, and assessing of all lessons in trimester III. [Program Documents: Trimester Goal Sheets, Tab 27] As discussed, formative assessment forms, carefully aligned with the TPE and completed by candidates and cooperating teachers in each of the three field placements, allow for ongoing information about developmental levels and performance. Daily and weekly feedback, both verbal and in writing, from cooperating teachers and university supervisors also informs candidates of developing competency in each of the TPE categories. The concepts and language related to the California Standards for the Teaching Profession (CSTP) introduced in EDTE 289C are reinforced in the context of authentic classroom settings once candidates enroll in the program. A pedagogical assessment form completed by cooperating teachers tracks candidates’ developing competencies to teach the content areas. [Assessment, Tab 23A] By design, candidates are supervised in field placements by at least two university supervisors, and often all three university supervisors. Candidates are assigned one supervisor for each placement. Each supervisor in the Tri-Placement Program is well aware of the expectations of the CSTP and skilled in assisting candidates to refine and expand their teaching competencies.

18(c) Each candidate’s supervisors guide and assist the candidate, as needed, in completing assigned tasks that resemble pedagogical assessment tasks in the TPA. Each candidate clearly understands her/his assignments and tasks in the supervised field work sequence. Supervisors and advisors are available to clarify and review the program’s expectations for candidates’ responsibilities. Each member of the program staff assists and supports candidates in learning a broad range of the TPE in Appendix A.

Candidates are introduced to the TPE, course assignments and an overview of the trimester expectations early in the program in seminar discussions, in the Classnotes (Student Handbook) they are required to purchase and during initial three-way conferences. Expectations are in writing on the trimester Goal sheets and are reiterated during conferences held in cooperating teachers’ classrooms on field sites. Ongoing, frequent, and substantive feedback, assistance, and guidance are provided to each candidate by cooperating teachers, university supervisors, and peers. Having shadowed candidates in the field placements as a requirement for EDTE 289C, candidates are well aware of the expectations, roles, and responsibilities required during the professional preparation year. The assignments are tied closely to the field experiences of the candidates. [See Table 7: An Integrated Approach to Course Work and Field Work in the Appendix]

18(d) In the supervised field work sequence, candidates regularly receive performance feedback that addresses the TPE as specified in Elements (b) and (c); accurately portrays observed performance levels in relation to adopted scoring rubrics; and occurs soon after tasks and assignments have been complete.

The clinical supervision model, already described in previous responses, affords candidates numerous opportunities to receive regular, ongoing feedback both in writing and verbally about daily performance in the classroom. Assessment forms, coded to the TPE, provide information about performance levels. [Assessment, Tabs 23, 23A] Ongoing dialogue, planning sessions, and daily conversations with cooperating teachers provide additional information to candidates about their performance. Candidates become integral members of at least three different instructional teams over the course of the year and work closely with cooperating teachers in the planning, teaching, assessing and managing of classrooms in a variety of settings.
This element is met easily due to the design and structure of the **Tri-Placement Program** in which seminar instructors also supervise candidates in each of the three field placements. Numerous opportunities exist to meet with, share, and exchange information with cooperating teachers and administrators about the course assignments, academic tasks, and expectations of candidates in the program. Cooperating teachers are first introduced to the goals, expectations, and general information about the program during the orientation conferences. The **Cooperating Teacher Handbook** serves as a resource for specific program expectations, calendar, program information, roles and responsibilities, and course work. Included in the handbook are the syllabi with assignments for all the professional preparation courses. As previously stated, in order to assist the cooperating teacher each trimester, the placement begins with a three-way conference between cooperating teacher, candidate, and supervisor. At this time, cooperating teachers and candidates are reminded of the trimester goals and assignments. [Program Documents: Trimester Goal Sheets, Tab 27] In collaboration with the cooperating teacher, assignment modifications are possible. An example of a common modification is a choice of what content area might be explored during the unit of study planned by the candidate. Cooperating teachers provide input about the content and standards that must be addressed as the candidate plans the unit. The trimester goal sheet contains the seminar assignments for quick reference.
Program Standard 19: Assessment of Candidate Performance

Prior to recommending each candidate for a teaching credential, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of the Teaching Performance Expectations (TPE) as they apply to the subjects to be authorized by the credential. During the program, candidates are guided and coached on their performance in relation to the TPE using formative assessment processes. Verification of candidate's performance is provided by at least one supervising teaching and one institutional supervisor trained to assess the TPE.

Response:

The Tri-Placement Program leadership is shared by CSUC faculty members, Nancy L. Williams, M.A., Margaret Mow, Ed.D, and Carolyn L. Reynolds, Ph.D. The three faculty members, in close collaboration and partnership with cooperating teachers, provide regular verbal and written feedback and support, as they mentor candidates toward meeting the full range of Teaching Performance Expectations (TPE) over the course of the academic year. One aspect of the ongoing evaluation is the daily supervision by cooperating teachers and the weekly supervision and written documentation by university faculty. Using a clinical supervision model, observations are followed by post-conferences to evaluate candidates’ performances relative to teaching effectiveness. Written self-critiques of lessons that have been taught and reviewed by faculty contribute to the candidate’s understanding of effective teaching. Each trimester concludes with a solo teaching period of gradually increasing length and complexity. [Assignment, Tab 17] Candidates conclude the preparation year with a demonstration of their abilities to plan, teach, assess, and manage a classroom for a minimum three-week period. Teaching Performance Expectations are clearly delineated each trimester on trimester goal forms. [Program Documents, Tab 27] The TPE Assessment Forms are used formatively and summatively to inform the candidate of his/her growth and progress relative to the established goals. [Program Document, Tabs 23, 24]

Cooperating teachers are considered equal partners in the preparation of candidates as they support and guide development and evaluate progress. University faculty and cooperating teachers meet regularly at three-way conferences to formatively assess and provide ongoing progress about candidate’s performance.

On the Assessment Forms the following are the acceptable criteria used to determine whether a candidate has demonstrated the appropriate skills and competencies to continue to the next placement or to be recommended for a credential. [Program Documents, Tab 23]

<table>
<thead>
<tr>
<th>Trimester</th>
<th>Minimum</th>
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</thead>
<tbody>
<tr>
<td>Trimester 1</td>
<td>1.5</td>
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<tr>
<td>Trimester 2</td>
<td>2.5</td>
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<tr>
<td>Trimester 3</td>
<td>3</td>
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</tbody>
</table>
Program Elements for Standard 19:

19(a) By design, candidates will be assessed through the use of both formative and summative assessments embedded throughout the program. Candidates will be informed of the expectations for their performance, guided and coached in the completion of formative assessment tasks that prepare them for summative assessments, and provided timely feedback on their performance in relation to the TPE.

Throughout the professional preparation year, candidates are systematically assessed and given feedback during weekly observations and post conferences with university faculty, daily by cooperating teachers in whose classrooms candidates are placed, during three-way conferences held in each of the field placements, and through the use of the formative assessment forms. [Assessment, Tab 23] Due to the daily participation in three classrooms over the course of the year, candidates have numerous opportunities to practice and receive feedback on their performance and growing competencies. Daily reflection journals are read and responded to on a biweekly basis by university supervisors. The daily journals chronicle individual growth of each candidate and provide faculty with the insight to provide the appropriate interventions to ensure continuous progress. [Assignment, Tab 9] Each trimester, three three-way conferences are held with each candidate, cooperating teacher, and university supervisor. The objective of the initial three-way conference is to plan the trimester goals and highlight the candidate’s strengths and personal growth areas to focus the continuing support. [Program Documents, Tab 27] The mid-way three-way conference is used to check and clarify the candidate’s growth progress in relation to the trimester goals and to outline future growth areas. The final three-way conference is a summary of the trimester accomplishments, reflection on strengths, and an opportunity to set goals for the next trimester. Each three-way is used to assist the candidate in accurately self-assessing and reflecting on his/her competence and confidence. The TPE Assessment Form [Program Documents, Tab 23] is shared by the candidate and cooperating teacher to identify progress and future areas of growth mid-way through the trimester and for the following field placement.

19(b) There is a systematic summative assessment administered by qualified individuals who are knowledgeable about the TPE as they apply to the subjects of the credential. At least one cooperating teacher and one institutional supervisor summatively assess candidate performance in relation to the TPE using documented procedures or instruments that are clear, fair, and effective.

Candidates are provided daily monitoring by cooperating teachers and weekly supervision by university faculty. Together, the formative and summative assessments of each candidate’s performance level relative to the TPE is used to determine the final recommendation. [Assessment, Tabs 23, 23A, 24 & TABLE 9] Both the university supervisor and the cooperating teacher write letters of recommendation for each candidate each trimester in addition to completing the assessment forms.

1.) Candidate’s written self-critique of a teaching episode that has been videotaped.
2.) Minimum of three-week solo period in trimester 3. Written critique and reflection on the solo experience.
3.) Minimum GPA of 3.0 and no grade below 2.75 in all course work in the EDTE 229 sequence.
4.) Passing score on the CBEST and Reading Instruction Competence Assessment (RICA)
5.) One-hour individual portfolio review with program faculty to examine the body of evidence of candidate’s growth and professional development. Assignments organized in the CSTP categories with a one-page synthesis statement about each standard.
6.) All categories of the TPE Summative Form scored as MET.
7.) Candidate identifies Areas of Focus for the Induction Year

19(c) One or more persons who are responsible for the program decide to recommend candidates for credentials on the basis of all available information of each candidate’s competence and performance.

As verification of candidate’s performance, the TPA is based on multiple components. Final recommendation for a credential is jointly made by the three faculty members using the above mentioned components. After a satisfactory, comprehensive portfolio review [Assignment, Tabs 20, 20A, 21] and one hour exit interview, candidates’ names are forwarded to the Credential Analyst on the CUSC campus for review and recommendation to the California Commission on Teacher Credentialing.
<table>
<thead>
<tr>
<th>Program Standards</th>
<th>Trimester 1 Assignments</th>
<th>Trimester 2 Assignments</th>
<th>Trimester 3 Assignments</th>
</tr>
</thead>
</table>
| **Standard 6** Opportunities to Learn, Practice and Reflect on Teaching all Subject Areas | • Objective writing/lesson planning  
• Daily teaching responsibilities w/ small groups and individuals  
• Written critique of four lessons taught in the field placement  
• Written analysis of effective models of teaching observed or implemented, e.g. direct instruction  
• Daily journal entries  
• Readings | • Curriculum and abilities of students in assigned field placement  
• Daily planning and teaching responsibilities in all content areas with small and large groups of students  
• Variety of and proficiency with questioning strategies  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided reading; shared reading; guided inquiry  
• Daily journal entries  
• Readings | • Daily planning, teaching and assessment of integrated units of study with all students  
• Internalization of the planning and evaluation process  
• Refine and expand questioning strategies (oral and written)  
• “Think on your feet” to make immediate modifications and adaptations while instructing lessons  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided discovery; concept attainment; concept development  
• Daily journal entries  
• Readings |
| **Standard 7** Preparation to Teach Reading/Language Arts | • Written synthesis about the reading process  
• Learn about reading/language arts program at assigned grade level  
• Daily lesson plans for small group instruction  
• Daily journal entries  
• Readings | • Plan and instruct lessons/units using adopted language arts curriculum for homogeneous and heterogeneous groups; small group and large group instruction.  
• Case study of an El or at-risk primary student to include the assessment, diagnosis and prescription of instructional strategies | • Integration of reading/language arts in unit planning and throughout the day  
• Written comprehensive Language Arts Plan  
• Design, plan, instruct and assess standards based integrated units of study |
| **Standard 8** Pedagogical Preparation for Subject-Specific Content Instruction | • Collection of information about where/how curriculum is developed  
• Observe and identify grade level content standards in lessons taught by supervising teachers | | |
| Program Standards | **Trimester 1 Assignments** | | |
| • Plan, instruct and assess daily lessons based on content area standards, | • Standards based instruction/assessment  
• Design and implementation of an | | |
• All lessons are based on state content standards and benchmarks
  • Design and implementation of a mini unit based on content standards
  • Service learning component in the unit of study

<table>
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<tr>
<th>Trimester 2 Assignments</th>
<th>Trimester 3 Assignments</th>
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</table>
| extended integrated unit of study. Integrate content standards from more than two subject areas | • Refinement and expansion of management/ discipline strategies  
  • Written observation of three effective learning environments created by veteran teachers  
  • Assume responsibility for all classroom planning, teaching and mgt. for at least two to three weeks  
  • Written observation of three effective learning environments created by veteran teachers  
  • Written comprehensive Management | • Refinement and expansion of management/ discipline strategies  
  • Assume responsibility for all classroom planning, teaching and mgt. for one to two weeks  
  • Skills, knowledge and abilities to manage challenging student behavior. | |
| • Use of web site resources to plan lessons in all content areas  
  • Critique and write-up ten reliable and valid web sites  
  • Use of presentation tools to present a unit of study | • Design and upload a personal web site.  
  • Enhance unit of study with internet resources for students.  
  • Utilize technology in instruction  
  • Increase technology skills of students | • Refinement and expansion of assessment and evaluation knowledge/skills  
  • Curriculum and abilities of students at this grade level  
  • Contribute to the formative and summative grades for lessons/units taught. | |
| • Curriculum and abilities of students at assigned grade level  
  • Formal and informal assessment and evaluation techniques and strategies  
  • Standards based assessment  
  • Assessment driven instruction  
  • Design of curriculum based on the developmental needs of students  
  • Formative and summative grades for the units taught. |  |
<table>
<thead>
<tr>
<th>Program Standards</th>
<th>Trimester 1 Goals, Assignments/Tasks</th>
<th>Trimester 2 Goals, Assignments/Tasks</th>
<th>Trimester 3 Goals, Assignments/Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 12</td>
<td>First draft of philosophy statement • Written critique and synthesis of ten professional books in the areas of foundations, methodology, curriculum and psychology • Daily interactive reflection journals • Written self-reflection of the field experience • Oral self-reflection of progress during the mid and final three way conferences</td>
<td>Second draft of philosophy statement • Written critique and synthesis of ten professional books in the areas of foundations, methodology, curriculum and psychology • Daily interactive reflection journals • Written self-reflection of the field experience • Oral self-reflection of progress during the mid and final three way conferences</td>
<td>Final philosophy statement which reflects the candidate’s beliefs • Development of a variety of interview strategies • Daily interactive reflection journals • Written self-reflection of the field experience • Oral self-reflection of progress during the mid and final three way conferences • EXIT portfolio review</td>
</tr>
<tr>
<td>Standard 13</td>
<td>Identify critical features of effective instructional programs for Els in field placement • Understand the importance of students’ family background and experiences (Case Study) • Observe effective use of materials, methods and strategies to meet ELD Standards.</td>
<td>Analyze existing support systems designed to meet the needs of Els • Plan and modify lessons with effective use of materials, methods and strategies to meet the ELD Standards • Work with para-professionals (e.g. on-site Hmong and Hispanic liaisons) and support specialists • Communicate with parents</td>
<td>Design and modify lessons and instructional units based on student content standards, appropriate ELD standards for the Els assessed level of English proficiency (e.g. results of CELDT score and/or ADEPT) • Utilize alternative assessment to determine student progress and learning outcomes</td>
</tr>
<tr>
<td>Standard 14</td>
<td>Observation of instructional modifications for students with special needs who are mainstreamed • Behavior modification assignment</td>
<td>Written observation of an IEP/SST of a field placement student • Written interview of a special needs educator • Plan instructional modifications in lessons for students with special needs who are mainstreamed</td>
<td>Observation of a special needs student receiving services in his/her “special” setting • Plan instructional, physical, grouping and behavioral modifications in lessons/units for students with special needs who are mainstreamed</td>
</tr>
<tr>
<td>Standard 15</td>
<td>Written critique of a video taped lesson • Solo teach a minimum of one – three days</td>
<td>Written critique of a video taped lesson • Solo Teach minimum of one - two weeks • Written reflection on solo teaching experience</td>
<td>Written critique of a video taped lesson • Solo Teach minimum of two – three weeks • Written reflection on solo teaching experience</td>
</tr>
<tr>
<td>Standards of Quality and Effectiveness for Professional Teacher Preparation Program</td>
<td><strong>Trimester 1</strong> Goals, Assignments, and Tasks Based on Fieldwork Experience</td>
<td><strong>Trimester 2</strong> Goals, Assignments, and Tasks Based on Fieldwork Experience</td>
<td><strong>Trimester 3</strong> Goals, Assignments, and Tasks Based on Fieldwork Experience</td>
</tr>
<tr>
<td>Standard 6</td>
<td>Opportunities to Learn, Practice and Reflect on Teaching all Subject Areas</td>
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</tbody>
</table>
| • Objective writing/lesson planning  
• Daily teaching responsibilities w/ small groups and individuals  
• Written critique of four lessons taught in the field placement  
• Written analysis of effective models of teaching observed or implemented, e.g. direct instruction  
• Daily journal entries  
• Readings |
| • Objective writing/lesson planning  
• Daily teaching responsibilities w/ small groups and individuals  
• Written critique of four lessons taught in the field placement  
• Written analysis of effective models of teaching observed or implemented, e.g. direct instruction  
• Daily journal entries  
• Readings |
| • Curriculum and abilities of students in assigned field placement  
• Daily planning and teaching responsibilities in all content areas with small and large groups of students  
• Variety of and proficiency with questioning strategies  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided reading; shared reading; guided inquiry  
• Daily journal entries  
• Readings |
| • Curriculum and abilities of students in assigned field placement  
• Daily planning and teaching responsibilities in all content areas with small and large groups of students  
• Variety of and proficiency with questioning strategies  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided reading; shared reading; guided inquiry  
• Daily journal entries  
• Readings |
| • Daily planning, teaching and assessment of integrated units of study with all students  
• Internalization of the planning and evaluation process.  
• Refine and expand questioning strategies (oral and written)  
• "Think on your feet" to make immediate modifications and adaptations while instructing lessons  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided discovery; concept attainment; concept development  
• Daily journal entries  
• Readings |
| • Daily planning, teaching and assessment of integrated units of study with all students  
• Internalization of the planning and evaluation process.  
• Refine and expand questioning strategies (oral and written)  
• "Think on your feet" to make immediate modifications and adaptations while instructing lessons  
• Written analysis of effective instructional strategies observed or implemented, e.g. guided discovery; concept attainment; concept development  
• Daily journal entries  
• Readings |
| • TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction  
• TPE 5 - Student Engagement |
| • TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction  
• TPE 5 - Student Engagement |

PROCESS IS APPLICABLE TO ALL PROGRAM STANDARDS

1) Trimester Goals Sheets  
2) Regular three way conferences every trimester  
   a) Initial Conference to establish expectations, personal and professional goals  
   b) Mid Conference to assess progress  
   c) Final Conference to celebrate growth towards teaching standards and identify future goals

<table>
<thead>
<tr>
<th>Standard 7</th>
<th>Preparation to Teach Reading/Language Arts</th>
</tr>
</thead>
</table>
| • Written synthesis about the reading process  
• Learn about  
• Plan and instruct lessons/units using adopted language arts curriculum for  
• Reading/language arts integration in unit planning and throughout the day  
• TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, II, I2, L3 |
| • Written synthesis about the reading process  
• Learn about  
• Plan and instruct lessons/units using adopted language arts curriculum for  
• Reading/language arts integration in unit planning and throughout the day  
• TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, II, I2, L3 |

3) Personalized Coaching
<table>
<thead>
<tr>
<th>Reading/Language Arts Program at Assigned Grade Level</th>
<th>Homogeneous and Heterogeneous Groups; Small Group and Large Group Instruction</th>
<th>Written Comprehensive Language Arts Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily Lesson Plans for Small Group Instruction</td>
<td>• Case Study of an At-Risk Primary Student to Include the Assessment, Diagnosis and Prescription of Instructional Strategies to Meet the Student’s Needs</td>
<td>• Design, Plan, Instruct and Assess Standards Based Integrated Units of Study</td>
</tr>
<tr>
<td>• Daily Journal Entries</td>
<td>• Content Area Standards</td>
<td>• Daily Feedback from Cooperating Teacher</td>
</tr>
<tr>
<td>• Readings</td>
<td>• State Content Standards from More Than Two Subject Areas</td>
<td>• Formal, Weekly Clinical Supervision by University Faculty with Written Feedback</td>
</tr>
</tbody>
</table>

**Standard 8**  
Pedagogical Preparation for Subject-Specific Content Instruction

<table>
<thead>
<tr>
<th>Collection of Information about Where/How Curriculum is Developed</th>
<th>Plan, Instruct and Assess Daily Lessons Based on Content Area Standards, <em>All Lessons are Based on State Content Standards and Benchmarks</em></th>
<th>Standards Based Instruction/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Observe and Identify Grade Level Content Standards in Lessons Taught by Supervising Teachers</td>
<td>• Design and Implementation of a Mini Unit Based on Content Standards</td>
<td>• Design and Implementation of an Extended Integrated Unit of Study. Integrate Content Standards from More Than Two Subject Areas</td>
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<td></td>
<td>• Service Learning Component in the Unit of Study</td>
<td>• TPE 2 – Monitoring Student Learning During Instruction</td>
</tr>
</tbody>
</table>

**4) Additional Written Feedback:**  
- Daily Interactive Journal  
- Written Feedback on All Coursework Assignments

**5) Evaluation:**  
- Self Assessment and Cooperating Teacher Assessment on TPE Assessment Form
<table>
<thead>
<tr>
<th>Standard 9</th>
<th>Using Computer-Based Technology in Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication via e-mail and submission of assignments as attachments</td>
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<tr>
<td>• Design parent newsletters introducing yourself and informing parents of class events</td>
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<tr>
<td>• Create a spreadsheet for organizing student assessment data.</td>
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<tr>
<td>• Create a graphic representation of the data</td>
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<td>• Use web site resources to plan lessons in all content areas</td>
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<tr>
<td>• Critique and write-up ten reliable and valid web sites</td>
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<td>• Use presentation tool to present a unit of study</td>
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<td>• Design and upload a personal web site.</td>
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<td>• Enhance unit of study with internet resources for students.</td>
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<tr>
<td>• Utilize technology in instruction</td>
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<tr>
<td>• Increase technology skills of students</td>
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</tbody>
</table>

TPE 3 Interpretation and Use of Assessments
TPE 5 Student Engagement

SAME PROCESS FOR EVERY TRIMESTER
| Standards of Quality and Effectiveness for Professional Teacher Preparation Programs | **Trimester 1**
Goals, Assignments, and Tasks | **Trimester 2**
Goals, Assignments, and Tasks | **Trimester 3**
Goals, Assignments, and Tasks | TPE | Systematic Formative Assessment Process | TPA |
|---|---|---|---|---|---|---|
| **Standard 10**
Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning | • Establish “teacher presence” in classroom interactions
• Observe, develop and implement a variety of management techniques and strategies
• Observe a variety of grouping patterns for different instructional purposes
• Written observation of three effective learning environments created by veteran teachers
• Assume classroom responsibility for one - three days.
• Case study of a challenging student’s behavior. | • Refinement and expansion of management/ discipline strategies
• Written observation of three effective learning environments created by veteran teachers
• Assume responsibility for all classroom planning, teaching and mgt for one to two weeks
• Skills, knowledge and abilities to manage challenging student behavior. | • Refinement and expansion of management/ discipline strategies
• Assume responsibility for all classroom planning, teaching and mgt for at least two to three weeks
• Written observation of three effective learning environments created by veteran teachers
• Written comprehensive Management Plan | TPE 5 Student Engagement
TPE I0 – Instructional Time
TPE II – Social Environment | | | | | | |
<table>
<thead>
<tr>
<th>Standards of Quality and Effectiveness for Professional Teacher Preparation Programs (a)aaa</th>
<th>Trimester 1 Goals, Assignments, and Tasks</th>
<th>Trimester 2 Goals, Assignments, and Tasks</th>
<th>Trimester 3 Goals, Assignments, and Tasks</th>
<th>TPE</th>
<th>Systematic Formative Assessment Process</th>
<th>TPA</th>
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</thead>
<tbody>
<tr>
<td><strong>Standard II</strong> Preparation to Use Education Ideas and Research</td>
<td>• Collection of information about diagnosis/assessment</td>
<td>• Refinement and expansion of assessment and evaluation knowledge/skills</td>
<td>• Curriculum and abilities of students at assigned grade level</td>
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<td>• Awareness of age level abilities/grade level expectations</td>
<td>• Curriculum and abilities of students at this grade level</td>
<td>• Formal and informal assessment and evaluation techniques and strategies</td>
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<td>• Observation of student progress on report cards</td>
<td>• Contribute to the formative and summative grades for lessons/units taught.</td>
<td>• Standards based assessment</td>
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<td>• Assessment driven instruction</td>
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<td>• Design of curriculum based on the developmental needs of students</td>
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<td></td>
<td>• Formative and summative grades for the units taught.</td>
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<tr>
<td>TPE 3 Interpretation and Use of Assessments</td>
<td></td>
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<td>TPE 6 – Developmentally Appropriate</td>
<td>TPE 8 – Learning about Students Teaching Practices</td>
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<tr>
<td>TPE 5 Student Engagement</td>
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<tr>
<td><strong>SAME PROCESS FOR EVERY TRIMESTER</strong></td>
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<tr>
<td><strong>Standard II</strong> Professional Perspectives Toward Student Learning and The Teaching Profession</td>
<td>• First draft of philosophy statement</td>
<td>• Second draft of philosophy statement</td>
<td>• Final philosophy statement which reflects the candidate’s beliefs</td>
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<td>• Written critique and synthesis of ten professional books in the areas of foundations, methodology, curriculum and psychology</td>
<td>• Written critique and synthesis of ten professional books in the areas of foundations, methodology, curriculum and psychology</td>
<td>• Development of a variety of interview strategies</td>
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<td></td>
<td>• Daily interactive reflection journals</td>
<td>• Daily interactive reflection journals</td>
<td>• Daily interactive reflection journals</td>
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<td>• Written self-reflection of the field experience</td>
<td>• Written self-reflection of the field experience</td>
<td>• Written self-reflection of the field experience</td>
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<td>• Oral self-reflection of the field experience</td>
<td>• Oral self-reflection of the field experience</td>
<td>• Oral self-reflection of progress during the mid and final three way conferences</td>
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<tr>
<td>TPE 12 – Professional, Legal, and Ethical Obligations</td>
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<td>TPE 13 – Professional Growth</td>
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</table>
| Standard I3 | Preparation to Teach English Learners | • Identify critical features of effective instructional programs for Els in field placement  
• Understand the importance of students’ family background and experiences (Case Study)  
• Observe effective use of materials, methods and strategies to meet ELD Standards. |
| Standard I4 | Preparation to Teach Special Populations in the General Education Classroom | • Observation of instructional modifications for students with special needs who are mainstreamed  
• Behavior modification assignment  
• Written observation of an IEP/SST of a field placement student  
• Written interview of a special needs educator  
• Plan instructional modifications in lessons for students with special needs who are mainstreamed |
| Standard I5 | Learning to Teach Through Supervised Fieldwork | • Written critique of a video taped lesson  
• Solo teach a minimum of one – three days |

|  |  | • EXIT portfolio review  
• Design and modify lessons and instructional units based on student content standards, appropriate ELD standards for the ELs assessed level of English proficiency (e.g. results of CELDT score and/or ADEPT)  
• Utilize alternative assessment to determine student progress and learning outcomes  
• Written critique of a special needs student receiving services in his/her “special” setting  
• Plan instructional, physical, grouping and behavioral modifications in lessons/units for students with special needs who are mainstreamed  
• Written critique of a video taped lesson  
• Solo Teach minimum of two – three weeks |

<p>| TPE 4 Making Content Accessible | TPE 13 – Teaching English Learners | ALL TPEs | SAME PROCESS FOR EVERY TRIMESTER |</p>
<table>
<thead>
<tr>
<th>Standards of Quality and Effectiveness for Professional Teacher Preparation Programs</th>
<th>Trimester 1</th>
<th>Trimester 2</th>
<th>Trimester 3</th>
<th>TPEs</th>
</tr>
</thead>
</table>
| **Standard 7**  
Preparation to Teach Reading/Language Arts | • Write a synthesis paper on the reading process  
• Learn about reading/language arts program at grade level  
• Observe instructional modifications for ELDs  
• Awareness of the Reading/Language Arts Standards in lesson development  
• Diagnosis of reading behaviors  
• Familiar with state adopted materials | • Plan and instruct lessons/units using adopted language arts curriculum for homogeneous and heterogeneous groups.  
• Participate in assessment and planning for ELDs  
• Complete a case study on an ELD or an at-risk primary student utilizing a variety of assessment tools. Assess, diagnose, and prescribe instructional strategies to meet the student’s assessed needs. | • Integrating reading/language arts instruction in unit planning and throughout the day  
• Design lesson/units of study to meet ELD standards  
• Develop a comprehensive Language Arts Plan  
• Plan and instruct utilizing state adopted materials and content standards | **TPE**  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |

| **Standard 8 A (a)**  
Specific Pedagogical Skills for Subject Matter Instruction: Mathematics, | Observe and participate in the planning and instruction of state adopted content standards, curriculum and frameworks  
• Observe instructional modifications for EIDs | • Plan and instruct daily lessons/units using state content standards, adopted curriculum and benchmarks.  
• Plan and instruct differentiated instruction for homogeneous and heterogeneous grouping.  
• Plan series of lessons in specific mathematical concepts/skills  
• Assess and monitor student progress  
• Participate in the assessment and planning for | • Assess, monitor and plan instructional units in math to meet the needs of all students including EIDs and special populations.  
• Design lesson/units of study to meet ELD standards | **TPE**  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |
<table>
<thead>
<tr>
<th>Standards of Quality and Effectiveness for Professional Teacher Preparation Programs Standard 8 A (b,c,d,e,f)</th>
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<th>Trimester 2</th>
<th>Trimester 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ELDs • Adapt, modify and plan instruction to meet the needs of all students, including ELD and special needs.</td>
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</tbody>
</table>
| Specific Pedagogical Skills for Subject Matter Instruction: Science, History-social science, the arts, physical education and health | • Observe and participate in the planning and instruction of state adopted content standards, curriculum and frameworks  
• Observe instructional modifications for EIDs | • Plan and instruct daily lessons/units using adopted curriculum and benchmarks for whole class instruction.  
• Design and implement a mini unit integrating more than two content areas based on state standards.  
• Implement effective instructional strategies, e.g. direct instruction, guided inquiry, guided discovery, concept attainment, concept development  
• Plan and incorporate questioning strategies to develop metacognitive and higher level thinking skills  
• Participate in the assessment and planning for ELDs  
• Assess and monitor the progress of all students, including EIDs and special populations | • Design and implement a three-week integrated unit based on state content standards.  
• Design lesson/units of study to meet ELD standards  
• Assess and monitor the progress of all students, including EIDs and special populations  
• Design formative and summative assessment to monitor student learning  
• Implement effective instructional strategies, e.g. direct instruction, guided inquiry, guided discovery, concept attainment, concept development  
• Plan and incorporate questioning strategies to develop metacognitive and higher level thinking skills  
• Integrate technology into the instruction and provide access to internet resources.  
• Integrate Service Learning |

<p>| TPE 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 |</p>
<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>FIELD EXPERIENCE</th>
<th>FORMATIVE ASSESSMENT</th>
<th>COURSE WORK</th>
<th>STATE MANDATE</th>
<th>GUIDANCE AND FEEDBACK</th>
<th>OTHER EVIDENCE</th>
<th>SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates</td>
<td>• Trimester Goals Form sets clear expectations</td>
<td>• Trimester assignments evaluated on candidate’s theoretical understanding of the teaching/learning process.</td>
<td>Minimum GPA of 3.0 and no grade less than C+</td>
<td>Passing score on RICA exam</td>
<td>• Candidate self-assessment on TPE ASSESSMENT FORM, midway and at the end of each trimester.</td>
<td>Program Exit Document – How candidate perceives how well she/he was prepared for the teaching profession.</td>
<td>• Candidate identifies TPE AREAS of FOCUS for induction years (SUMMATIVE TPE EVALUATION FORM)</td>
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<td>• Exit Portfolio Review</td>
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<td>1) Candidate presents assignments and professional materials organized around the six CSTP with a written synthesis for each standard.</td>
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<td>2) Candidate orally responds to a set of synthesis questions.</td>
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<td>3) Candidate orally reflects on his/her knowledge, skill and abilities of the TPEs.</td>
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<td>4) Written self critique of solo teaching experience in Tri 3. Evaluation based on a clear understanding of a teacher’s responsibility for an extended period of time. (minimum of two – three weeks)</td>
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<tr>
<td></td>
<td>• Candidate evaluates lessons taught using video information and submits written critiques (see assignment guidelines)</td>
<td>• Assignments are evaluated on theoretical understanding of the teaching/learning process.</td>
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</tbody>
</table>

1 |
Cooperating Teacher

<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>FIELD EXPERIENCE</th>
<th>FORMATIVE ASSESSMENT</th>
<th>COURSE WORK</th>
<th>STATE MAN-DATE</th>
<th>GUIDANCE AND FEEDBACK</th>
<th>OTHER EVIDENCE</th>
<th>SUMMATIVE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperating Teacher</td>
<td>Trimester Goals Form - sets clear expectations of candidate’s responsibilities and professional/personal goals</td>
<td></td>
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<td>• Daily oral/written feedback on candidate’s ability to plan, prepare, present and assess lessons/units of study based on content standards in all content areas; organize materials, routines, and subject matter knowledge; interact with students; manage the students and classroom; modify instruction for all learners</td>
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</tbody>
</table>
| University Faculty/Field Supervisor | • Trimester assignments evaluated by faculty on the candidate’s theoretical |                       |             |                | • Cooperating Teacher completes TPE ASSESSMENT FORM mid-way and at the end of each trimester.  
  • Cooperating Teacher meets with candidate prior to 3 way conference to discuss and compare evaluation results on TPE ASSESSMENT FORM and to set new goals. |                                                                                |                      |

- Three 3 way conferences with candidate, Cooperating Teacher and university faculty. Initial, Mid-way and Final in each placement; Objective –
understanding of the teaching/learning process.

discuss candidate’s growth in relation to TPEs and personal goals

<table>
<thead>
<tr>
<th>TPA</th>
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<th>GUIDANCE AND FEEDBACK</th>
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</tr>
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</table>
| Candidate | • Written critique and reflection of a videotaped teaching episode.  
• Written reflection of the solo teaching experiences, | Minimum GPA of 3.0 and no grade less than C+ | Passing score on RICA exam | EXIT Portfolio Review | SUMMATIVE TPE EVALUATION FORM | All categories have been evaluated as MET. |