

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 coursework 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 (TPEs) provided in the Appendix. A Teaching performance assessment that fairly, validly and reliably assesses the TPEs is embedded by design in the program.

Element 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 coursework and fieldwork.

The Department of Education

Improving the Quality of Life Through Education

Mission of the Department

The Department of Education promotes passion for learning, respect for the individual, and service to society. We prepare professional educators and collaborate with all to improve the quality of life by developing democratic citizens through education.

RATIONALE

All programs of the Department of Education are organized around the department mission. An overarching theme expresses the purpose of our programs. That theme is “Developing Democratic Citizens through Public Education” (See Tab 1). We hold that an effective social and political democracy provides the greatest opportunity for the success of a diverse society, a society characterized by community values such as membership, respect, caring and trust. The essential role of education is to prepare young people for lives as active, contributing members of democratic communities. The concept of democracy, the needs of communities, the role of education, and the

preparation of young people to live a democracy are complex. Educator preparation and development that offers hope and promise to our communities must recognize, examine and communicate about these concepts and issues, and provide opportunities for preservice and inservice educators to learn practices of democratic education.

Addressing these concepts and issues will require curricular changes in public schools, colleges and universities. This change needs to begin in earnest, and extend over time to be effective. The curriculum for educators must develop foundational understandings of democratic, pluralistic societies; promote practices that nurture students to be able to serve the “common good;” contribute to personal success; and develop the stewardship that will help schools realize their role in a democracy.¹

The Single Subject Program is structured so that concepts of democracy and diversity and the application of democratic teaching practices are addressed in specifications of candidate outcomes, foundational courses, teacher preparation courses, school experiences, and candidate assessments. Our response to the elements of Standard 1 will begin to show how each program component contributes to effectively prepare candidates to teach all K-12 students and understand the contemporary conditions of schooling.

Candidate Outcomes

Our Multiple (MS) and Single Subject (SS) Programs focus on developing teacher candidates who, upon completing a program shall exhibit these characteristics:

1. Embrace core democratic values and strive to live and teach by them,
2. Know the content of the curriculum, including state-adopted standards, and be able to teach it to a diverse population of students,
3. Design learning experiences based on an understanding of students’ physical, intellectual, emotional, social, cultural and linguistic needs,
4. Utilize assessments to monitor student progress and modify instruction,
5. Create and maintain a democratic learning environment that supports all students’ academic and personal success,

¹ CSU, Chico is a charter member of the California Coalition for Educational Renewal. The Department of Education promotes the Agenda for Education in a Democracy of the National Network for Educational Renewal. For more information see Tab 1.

6. Develop as a reflective practitioner who exercises legal and ethical responsibility and engages in continuous professional renewal, and
7. Understand the role of teachers as moral stewards of the school and community

These candidate characteristics become program goals that are drawn from the department mission, rationale, SB 2042 Standards and Teaching Performance Expectations. Candidate outcomes will be assessed through candidate course evaluations, candidate performance in schools, candidate teaching portfolios, and locally developed Teaching Performance Assessment tasks.

Element 1(b) In the program and its prerequisites, coursework and fieldwork 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 STRUCTURE AND SEQUENCE

Candidates experience the SS Program through our new Education Block System that provides for developmental sequencing of learning experiences along with the flexibility to meet some of the personal needs of candidates (see Table 1, SS Education Block System below). The Education Block System guides the teacher candidate through all specialized requirements for the SS credential, from prerequisites through Teaching Practicum II,² and creates a developmental sequence for teacher learning experiences. This sequence is especially important in developing knowledge and skills for teaching English learners.

SS Program courses are those in the EDTE 230 series. Other courses in the Education Block System develop essential prerequisite or related knowledge and understandings. CSU, Chico uses a semester unit course credit system. The Education Block System requires that candidates complete Blocks sequentially (Block 1 before Block 2, etc.). Courses within Blocks can be completed according to the candidate's personal schedule. Each candidate develops a program plan with the assistance of department staff and their faculty adviser.³ After formal admission, most candidates can expect to complete the SS Program in 12-18 months.

² Teaching practica are the supervised school experiences of the SS Program. Formerly, they were called field experience (first semester) and student teaching (second semester).

³ Advising services are available to any potential teacher. The Department of Education encourages participation in department events and information sessions by potential teachers from pre-college on. The department sponsors the University Connection Program that allows 30 high school seniors with an expressed interest in a career in education to

A beneficial feature of the Education Block System is its ability to clearly communicate credential pathways to a variety of potential teacher audiences – early deciders, community college transfer students, those wanting to earn a credential immediately after the bachelor’s degree, later re-entry candidates, career changers, and intern teacher candidates. The Education Block System increases access to the SS Program so that a potentially more diverse population of teacher candidates can participate.

California State University, Chico • Department of Education

Single Subject Education Block System

(a)a Take these courses before or concurrently with courses in blocks below			
<input type="checkbox"/>	POLS 055	American Government: National, State, Local (or equivalent)	3
<input type="checkbox"/>	HCSV 261	Adolescent Health for Secondary Teachers (Part of Upper Division Theme)	3
<input type="checkbox"/>	CMST 011	Speech Communication Fundamentals (or CMST 012, THEA 020, 024 or equivalent)	3
<input type="checkbox"/>		Foreign Language (6 units or equivalent)	6
BLOCK 1 COURSES - Multiple and Single Subject Programs			
(a)b Block 1 requirements must be completed before progressing to Block 2			
<input type="checkbox"/>	ENGL 121	Principles of Language (Part of Upper Division Theme)	3
<input type="checkbox"/>	CSCI 010	Computer Literacy (or equivalent)	3
<input type="checkbox"/>	PSY 214	Psychology for Teachers	3
<input type="checkbox"/>	EDUC 102	Access and Equity in Education	3
<input type="checkbox"/>	EDTE 060	K-12 Introductory Classroom Experience (or equivalent)	2
<input type="checkbox"/>	Completed Credential Application and formal acceptance to the program (see reverse side for details)		
BLOCK 2 COURSES - Single Subject Program			
(a)c Block 2 requirements must be completed before progressing to Block 3			
<input type="checkbox"/>	ENGL 232	Theory and Practice of Second Language Acquisition (Part of Upper Division Theme)	3
<input type="checkbox"/>	EDUC 100	Democracy and Public Schooling in America	2
<input type="checkbox"/>	EDTE 230A	Fundamentals of Teaching Practice	3
<input type="checkbox"/>	EDTE 230B	Teaching with Technology	1
BLOCK 3 COURSES – Single Subject Program			
<input type="checkbox"/>	EDTE 230C	Literacy Development	3
<input type="checkbox"/>	EDTE 230D	Subject Area Pedagogy I	3
<input type="checkbox"/>	EDTE 230E	Teaching Special Populations	2
<input type="checkbox"/>	EDTE 230F	Teaching Practicum I	3
<input type="checkbox"/>	EDTE 230G	Subject Area Pedagogy II (EDTE 230D must be taken first)	3
<input type="checkbox"/>	EDTE 230R	Applications for Democratic Education – Capstone course to be taken in the final semester	3
<input type="checkbox"/>	EDTE 230S	Teaching Practicum II (CBEST must be passed, Subject Matter Competence must be verified, and EDTE 230F must be successfully completed before enrolling)	9

complete their senior high school year at the university. A “distinguished teacher in residence directs University

Undergraduate students can use the Education Block System to integrate SS Program courses with bachelor's degree requirements.⁴ Undergraduates can be formally admitted to the program for the second semester of their junior year in college. Regardless of the type of candidate (types identified above), all SS candidates complete the same course and school experience requirements.

ADULT LEARNING MODEL

The program meets the specific needs of adult learners by reducing barriers to their participation and by using appropriate andragogical practices. Situational and institutional barriers are reduced by providing early, clear information about meeting credential requirements in the program through the Education Block System. Additionally, candidates are able to select from a course schedule that offers day, evening, weekend and online classes. Candidates typically take fewer courses at one time, offered in time periods shorter than the typical semester⁵. Candidates are able to meet teaching practica requirements through traditional school placements or through paid internships or other teaching employment. When needed, distant candidates are placed at schools near their homes.

Courses have also been designed for the adult learner. Syllabi that feature course goals, course objectives, and standardized assessments all carefully related strive to clearly communicate expectations. Texts are often introduced in one course and explicitly used as resources in subsequent courses. Courses are offered in a seminar format that allows for adult learners to be self-directed and to share their individual life experiences as a resource. Moreover, the strong connections between coursework and school experiences⁶ with practical assignments allows for direct and immediate application of knowledge so candidates experience teaching as they learn to teach.

Element 1(c) Throughout the program, coursework 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.

INTERRELATED AND COHESIVE LEARNING EXPERIENCES

The SS Program features carefully designed professional education courses closely coordinated with experiences in elementary school classrooms. Courses and experiences provide multiple systematic

Connection and Integrated Teacher CORE and is also an undergraduate adviser.

⁴ The SS program is currently working with several subject matter programs to develop blended subject matter/credential programs. One completed example is The Blended Physical Education And Teacher Education Option, which accomplishes the integration of degree requirements and SS Program courses and practica in a systematic manner leading to the BA degree and SS credential in as few as four and one half years.

⁵ Contact hours for courses continue to meet university policy for equating clock hours to semester units.

opportunities for all SS credential candidates to acquire the knowledge, skills and abilities to deliver comprehensive instruction for all learners, as well as meet other California Professional Preparation Standards and Teaching Performance Expectations.

Consistency is maintained within the program through carefully developed courses. Standardized syllabi, including those for teaching practica, present the university course catalog description, course goals, course objectives, standardized course assessments for all candidates regardless of course instructor, a list of course topics, and texts that have been selected for all sections of the course.

SS Program courses inform candidates of the California Academic Content Standards and the California Curriculum Frameworks in English/language arts, English language development, and their subject specific content areas. Candidates are prepared to apply these standards to instruction during the Plan – Teach – Assess – Reflect Cycle⁷.

Foundational courses, especially EDUC 100 *Democracy and Public Schooling in America* (See syllabus at Tab 7) and EDUC 102 *Access and Equity in Education* (See syllabus at Tab 8), professional education courses, and at least one teaching practicum placement for each candidate in a linguistically diverse classroom develop candidates' understanding of the realities of teaching all students in California public schools.

The SS Program values extended supervised full-time experiences in schools for credential candidates. *Teaching Practicum I* is 10 weeks full-time. *Teaching Practicum II* is 15 weeks full-time. The Single Subject Placement Director arranges teaching practica placements. All candidates experience the start of a school year in at least one teaching practicum.

All SS candidates complete at least one teaching practicum in a linguistic diverse setting, under the guidance of an experienced, appropriately credentialed cooperating teacher. The participation of cooperating teachers and other school district personnel who have knowledge and experience in teaching all students extends and enhances candidate learning. Learning activities in courses, along with candidates' SS teaching practica, provide for transfer of theory to practice as candidates apply good instructional strategies and practices.

⁶ For clarity, the Department of Education has chosen to use the term “school experience” in place of “fieldwork” or “field experience.”

⁷ The Plan – Teach – Reflect – Assess Cycle is utilized by BTSA Programs operating in northern California.

Our infusion model, in which topics are introduced explicitly in specific courses and then, addressed in greater detail, or related to other aspects of teaching and learning in subsequent courses and practica, ensures that candidates' understanding of teaching and learning processes is continually interrelated and reinforced.

Element 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.

In keeping with our Candidate Outcomes 2, 3 and 4 (see page 2), SS candidates are provided with multiple opportunities to understand the state-adopted academic content standards for students. The SS Program works closely with the CSU, Chico Subject Matter Advisers to ensure that the California Content Standards are addressed in courses of the approved secondary subject matter programs. Alternatively, candidates demonstrate subject matter competence by passing the state-approved subject matter test (currently the Single Subject Assessment for Teachers and/or PRAXIS). Candidates must verify full subject matter competence prior to enrollment in EDTE 230S *Teaching Practicum II* (in Block 3). Intern candidates must show that they have successfully completed at least 80% of a subject matter preparation program prior to assuming daily teaching responsibilities in EDTE *Teaching Practicum I* and to apply for the California Intern Credential.

Candidates continue to learn about state-adopted academic content standards, 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 in SS Program courses and school experiences. Standards-based instruction is addressed in these program courses:

- EDTE 230A *Fundamentals of Teaching Practice*, Objectives 1-3 (Tab 9);
- EDTE 230B *Teaching with Technology*, Objectives 1 and 5 (Tab 10);
- EDTE 230C *Literacy Development*, Objective 2 (Tab 11);
- EDTE 230D *Subject Area Pedagogy I*, Objectives 1, 2, 4, 7, 8, 9 (Tab 12);
- EDTE 230G *Subject Area Pedagogy II*, Objectives 1, 2, 4, 7, 8, 9 (Tab 15); and
- EDTE 230R *Applications for Democratic Education*, Objectives 2, 3, 6, 7 (Tab 16).

Candidates apply standards-based instruction with K-12 students in school experiences during EDTE 230F *Teaching Practicum I*, Objectives 4, 5, 8 (Tab 14); and EDTE 230S *Teaching Practicum II*, Objectives 2, 3, 9, 10 (Tab 17).

Element 1(e) Coursework 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.

All instructors of SS Program professional education courses are experienced K-12 teachers. They use and model a variety of instructional strategies including direct instruction, cooperative learning, inquiry, discussion, and SDAIE. Candidates apply a variety of instructional strategies in lessons they teach to meet course and *Teaching Practicum* requirements. Cooperating teachers and university supervisors who are experienced teachers observe, guide, and assess candidate teaching, including the application of instructional strategies.

Opportunities are provided throughout the SS Program for candidates to learn the Teaching Performance Expectations (TPEs). For a distribution of TPEs in the SS Program, see the Teaching Performance Expectation Matrix at Tab 3.

Element 1(f) By design, coursework and fieldwork 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.

Candidate outcomes (see response to Element 1(a) above) and Teaching Performance Expectations are assessed by the locally developed Teaching Performance Assessment (TPA). Course and school experience requirements and assessments prepare candidates for the TPA by providing opportunities for them to practice tasks similar to those in the TPA. The SS Program TPA consists of four embedded tasks. Brief descriptions of TPA Tasks follow:

TPA Task 1 (Tab 4) is a writing exercise that candidates must pass near the end of Block 2 of the Education Block System. Candidates respond to a scenario in which they describe the challenges they anticipate, the teaching methods and management approaches they will apply to provide standards-based instruction, and the theories they will reference in meeting the needs of a class with a diverse population of students that includes English learners. Candidates must pass TPA Task #1 before moving to Block 3 of the Education Block System. Examples of practice similar to TPA #1 are in:

EDUC 102 *Access and Equity in Education*, Assessments 3 and 4 (Tab 8);
ENGL 232 *Language Acquisition*, Assessments 1 and 2 (Tab 20); and
EDTE 230A *Fundamentals of Teaching Practice*, Assessments 1 and 2 (Tab 9).

TPA Task #2 (Tab 4) is a lesson planning exercise that occurs during *Teaching Practicum I*. It focuses on designing a lesson for a specific group of K-12 students, that the candidate has access to in the Teaching Practicum placement. A portion of the task requires candidates to describe the students and their educational needs, thereby demonstrating knowledge of the students. The TPA Task requires that candidates prepare a Universal Access Page indicating lesson modifications for the particular student group. Candidates must pass TPA Task #2 before beginning Teaching Practicum II. Assessments that prepare candidates to do the planning, assessment and reflection required for this task are contained in:

EDTE 230A *Fundamentals of Teaching Practice*, Assessment 1 (Tab 9);
EDTE 230C *Literacy Development*, Assessments 2, 3 and 4 (Tab 11);
EDTE 230D *Subject Area Pedagogy I*, Assessments 1 and 2 (Tab 12); and
EDTE 230F *Teaching Practicum I*, requirements 8 and 9 (Tab 14).

TPA Task #3 (Tab 4) focuses on instructional skill (presentation and delivery of a lesson) and occurs early in *Teaching Practicum II*. Candidates are required to design an appropriate lesson for a specific, described group (class) of students and to conduct that lesson. The lesson presentation will be observed and evaluated by two trained observers. Examples of practice similar to Task #3 are in:

EDTE 230F *Teaching Practicum I*, Course Requirements 6 through 10 (Tab 14);
EDTE 230S *Teaching Practicum II*, Course Requirements 4, 5, 8, and 9 (Tab 17);
EDTE 230D *Subject Area Pedagogy I*, Assessment 2 and 3 (Tab 12); and
EDTE 230G *Subject Area Pedagogy II*, Assessments 2 and 3 (Tab 15).

TPA Task #4 (Tab 4) will be conducted during *Teaching Practicum II*. The candidate will design an instructional unit, teach a lesson from that unit while being observed, and demonstrate appropriate classroom management. Preparation for Task #4 includes the course assessments and field requirements listed for Tasks 1 through 3 above as well as:

EDTE 230A *Fundamentals of Teaching Practice*, Assessment 2 (Tab 9);
EDTE 230R Applications of Democracy, Assessment 1 (Tab 16);
EDTE 230D *Subject Area Pedagogy I*, Assessment 4 (Tab 12); and
EDTE 230G *Subject Area Pedagogy II*, Assessment 4 (Tab 17).

Element 1(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.

The SS Program develops teacher candidates who demonstrate the candidate outcomes listed in Element 1(a), and meet California Professional Preparation Standards and Teaching Performance Expectations. Candidates will be assessed through a comprehensive system that includes candidate course evaluations, candidate performance in schools, candidate teaching portfolios, and locally developed Teaching Performance Assessment tasks. Criteria are published in course syllabi, and the *Professional Education Programs Handbook* (Tab 5).

To make a recommendation for the Preliminary Single Subject Credential for individual candidates we follow the comprehensive assessment system below. Assessments are embedded throughout the program. The process to make a recommendation for the credential begins at the end of the semester prior to Teaching Practicum II. Results are recorded on MS/SS Program Final Evaluation Form⁸ (see form at Tab 6). Candidates, at any stage, not making satisfactory progress toward credential recommendation are identified to the program coordinator.

- (1) At the end of the semester prior to Teaching Practicum II a check is made of candidate course grades, program grade point average (GPA), results of TPA Task #2, and early portfolio review. If these are satisfactory including a candidate GPA of 3.0 or better, a Program Final Evaluation Form is prepared for the candidate with a record of these checks. The candidate is enrolled in Teaching Practicum II.
- (2) The candidate successfully completes TPA Task #3 during Teaching Practicum II. This is recorded on the Program Final Evaluation Form.
- (3) The candidate successfully completes TPA Task #4 during the final phase of Teaching Practicum II and a record is made on the Program Final Evaluation Form.
- (4) The candidate completes his or her Teaching Portfolio and attends a final portfolio evaluation meeting. See criteria for portfolio evaluation in the *Professional Education Programs Handbook* at Tab 5. Results are recorded on the Program Final Evaluation Form.

⁸ The Program Final Evaluation Form was designed with the assistance of the Regional BTSA/IHE Transition Team, and is similar to the BTSA Individual Improvement Plan Form.

- (5) The candidate attends a Final Review Meeting with his or her cooperating teacher and university supervisor. At this meeting progress in the program is reviewed and the three-way team completes the portion of the Program Final Evaluation Form that sets growth goals similar to the BTSA Individual Improvement Plan. A copy of the form, with university supervisor and cooperating teacher recommendation is submitted to the Single Subject Program.
- (6) The SS Program Coordinator and the SS Placement Director review each candidate's Program Final Evaluation Form and make a recommendation that is communicated to the candidate in a Finisher Letter (if appropriate) and to the CSU, Chico Credential Analyst.

A NOTE TO THE READER

The Single Subject Program of the Department of Education at CSU, Chico currently serves more than 400 teacher candidates. With implementation of our SB 2042 programs the department will schedule courses and school experiences through an expanded version of our highly successful FLEX Plan. The FLEX Plan was originally designed in 1996 to accommodate credential candidates who could participate as part-time students in a credential program. The popularity of this scheduling pattern, currently used by more than 70% of our candidates, has encouraged us to rethink scheduling and many other program components.

In our response to Standard 1 we have attempted to explain the design of the SS Program. It is also our desire to make this document "reader friendly." You may find it useful in accessing the information in this document to consider these ideas: (1) the sequence of the SS Program is controlled by the SS Education Block System (page 4), (2) learning opportunities for candidates to reach the outcomes (page 2) are through university courses, including teaching practica, (3) to ensure consistency of the program for each candidate we have standardized certain course components, and (4) a standardized assessment system is used to ascertain that candidates have reached desired outcomes.

This document will attempt to show you where in the SS program an element is addressed. Most often you will be directed to specific objectives of courses and teaching practica. Course components that have been standardized for every section and candidate are the university course catalog description, course goals, course objectives, course assessments for all candidates regardless of course instructor, and texts selected for all sections of the course. The course syllabi included with this

document are presented in a format that displays the standardized components and a list of course topics. Individual instructors have freedom to design instruction so that candidates can meet the assessments designed into courses and the program.

Sections (Tabs) of this document with syllabi also contain copies of the tables of contents for texts so that you may get a more complete look at course topics. Along with each course syllabus we have included a chart showing the standards and Teaching Performance Expectations addressed in that course. Matrices showing the distribution of standards and TPEs throughout the SS program can be viewed at Tab 3. Our Teaching Performance Assessments (see Tab 4) evaluate candidates on outcomes and TPEs.

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 postsecondary education and at least one local education agency that recruits and hires beginning teachers. Participants cooperatively establish and review the terSS 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.*

Element 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.

Numerous partnerships, groups, people and events (for making connections, information, data gathering and dialogue) form the collaboration necessary for effective operation of the Single Subject Program. We consider members of each of the groups below to be partners in the SS Program and contributors in identifying program issues and resolving candidate needs:

- The Multiple/Single Subject Advisory Board,
- The Department of Education Coordinators Council,
- The Single Subject Faculty Team,
- The Subject Matter Advisers Committee,
- School districts throughout northern California,

Single Subject Cooperating Teachers,
 Single Subject Program Candidates,
 The BTSA/IHE Regional Transition Team, and
 The CSU, Chico Education Ambassadors.

Brief descriptions of partner groups follow:

The **Multiple/Single Subject Advisory Board** monitors Multiple and Single Subject Programs with the goal of contributing to program improvement by making recommendations and resolving program issues from a variety of perspectives. The Advisory Board is a nineteen-member group that includes university and K-12 members, and candidates, and meets semi-annually. It is a joint advisory board because of the great similarity between MS and SS programs and the desire to maintain consistency and quality.

<u>Candidates</u>	<u>University Members</u>	<u>K-12 Members</u>
One MS and one SS candidate	Chair, Dept. of Education	One elementary principal and one secondary principal
	MS and SS Program Coordinators	One elementary cooperating teacher and one secondary cooperation teacher
	MS and SS Placement Directors	Recent program graduates: one MS and one SS
	A Single Subject Matter Adviser	A Subject Matter Program Project Director
	Coordinator, Liberal Studies Program	BTSA Project Director
	Administrative Support Coordinator, Dept. of Education	

Candidates serve a one-year term. Principals, cooperating teachers, recent graduates, and the subject matter adviser serve three-year terms. Other members serve according to their employment in a qualifying position.

The **Department of Education Coordinators Council** addresses management of all department programs in the context of mission, rationale, standards, regulations, and university policies with a focus on maintaining consistency and high quality. Members include program coordinators, placement directors, and others with department leadership responsibilities. A typical annual responsibility of this group is the revision of the *Professional Education Programs Handbook*. The Coordinators Council meets every other week, July through May.

All faculty of the Single Subject Program are members of the **Single Subject Faculty Team**. The Single Subject Program Coordinator presides at team meetings that are held ten or more times each semester to discuss program issues and candidates needing assistance. University supervisors (tenure-track and temporary) are encouraged to attend or provide information regarding candidates' progress at any or all meetings. In addition, supervisor meetings and workshops are held at least three times during the semester. Information, feedback and ongoing training needs of Single Subject faculty and supervisors are often addressed at these meetings.

The **Subject Matter Advisers Committee** consists of all CSU, Chico Single Subject Matter advisers, the Liberal Studies Coordinator, Multiple and Single Subject program coordinators, and the chair of the Department of Education. Single Subject coordinators preside over semi-annual meetings of the committee. This committee addresses issues of the relationship between subject matter preparation and pedagogical preparation, determination of subject matter competence, and advising of potential teacher candidates.

The Single Subject Program places teacher candidates in **school districts throughout northern California** for school experiences. School district policies and procedures are observed in making each Teaching Practicum I and II placement. Each district has a contract with the university specifying terms for school placements and payment of honoraria for cooperating teachers. While some candidates are placed in districts close to Chico, in a typical semester 45-50 districts sponsor candidate placements. A simple fact is the Single Subject Program depends upon extensive school experience and could not be operated without the support and cooperation of school districts in northern California.

Ongoing, long-term relationships with **Single Subject cooperating teachers** are critical to program quality. Cooperating teachers are encouraged to attend focus groups, offer feedback on candidates and the program, and complete surveys that help assess program quality and guide improvements. However, our **Annual Cooperating Teacher Day Conference** has proven extremely valuable in conducting face-to-face dialogue focused on program information, program improvement, and assisting cooperating teachers in improving their skills in managing student teachers. Annually, about 150 cooperating teachers attend. The Department of Education covers the costs of informational materials, meals, mileage, and substitute teachers. Every year program improvements are generated in discussions on Cooperating Teacher Day, and cooperating teachers acquire a better sense of the rationale-based, outcomes-driven, quality Single Subject Program we strive to provide.

While the SS Program uses survey instruments to gather information for program improvement, we have found that valuable feedback can be gathered in face-to-face sessions with **Single Subject candidates** with their supervisors in the field and at Exit Interviews. In the spirit of our democratic rationale, candidates and faculty come together at the end of *Teaching Practicum I* for a review of each candidate's performance. Part structured interview and part open forum session, the Exit Interviews allow all candidates to ask questions, make comments and voice concerns. In this fashion we generate ideas for program improvement from those who are experiencing the program directly.

Planning for implementation of SB 2042 Standards led to the creation of the **Regional BTSA/IHE Transition Team**. This committee focuses on communication about the operation of professional preparation and induction programs with a goal to understand similarities and differences and create reasonable alignments that help teacher candidates make a smooth transition to new teacher status and participants in a BTSA Program. The Regional Transition Team is comprised of directors of the three BTSA programs operating in Region 2 (the service area of CSU, Chico), the chairpersons of the Departments of Education and Professional Studies in Education, and an administrator representing regional county offices of education. An example of a recent, powerful contribution of the team was the discussion that led to the development of the SS/SS Program Final Evaluation Form, which contains information and directions for developing an initial Individual Improvement Plan for the candidate as he or she leaves the Single Subject Program.

The **CSU, Chico Education Ambassadors** are experienced K-12 teachers and administrators who have volunteered as contacts for teacher candidates and potential teachers. Ambassadors are knowledgeable about K-12 schools, the teaching profession, and our programs. They provide candidates with professional contacts, including schools and classrooms to visit, they assist at department events, and they provide another avenue for programs to collect feedback that is used for improvements.

Element 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.

The SS Program seeks to continually improve in its ability to deliver a quality teacher education program that meets candidate needs and provides a valuable professional education. Partners are

essential to program operation and improvement. We promote open communication among partners that must be coupled with sufficient opportunities for communication. Our partnership design, identified through the partner groups and roles in *Element 2(a)*, values and encourages joint efforts, reliance on each other, drawing on multiple perspectives.

Element 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.

While this document is a proposal for the Department of Education SS Program that will meet SB 2042 standards, many of the partner groups identified in the response to *Element 2(a)* have been in operation. As each group fulfills the roles they have, a better understanding of the program is acquired and program improvements are generated. Some program improvements developed through the work of partner groups will show some of the possibilities for effective program operation that occur in this partnership structure. For example, feedback received from both a survey of cooperating teachers and a focus group that included cooperating teachers, university supervisors and credential candidates led to an increased focus on subject-area pedagogy, as well as earlier and more frequent structured teaching experiences and more flexibility in scheduling in EDTE 230F *Teaching Practicum I*.

Element 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.

The Subject Matter Advisers Committee meets at least twice yearly. Discussions of standards, including perspectives on K-12 content standards and California curriculum, are among the agenda items at these meetings. Many subject matter advisers are participants in the California Subject Matter Projects housed at CSU, Chico, have other connections to K-12 schools, and/or have K-12 teaching experience. Single Subject Program faculty has significant content area expertise. This combined knowledge base contributes to productive dialogue that facilitates candidates' transition into the SS Program.

A close relationship exists between the Subject Matter Advisers and the Single Subject Program. Many formal and informal conversations take place among program coordinators and faculty each

year. Many collaborations involve ways to generate better qualified teachers more quickly. In the past few years this relationship has been strengthened by the collaboration needed to develop blended programs such as *The Blended Physical Education and Teacher Education Option*. This model that we intend to offer up as a template for other subject matter areas, illustrates the substantive dialogue that must occur with appropriate educators, programs, and institutions. Articulation meetings between Community College and CSU Education and Subject Matter faculty identify potential teachers who are transfer students and help them to know what to expect upon entry to the CSU, Chico campus. A Blended Program Committee and a Blended Advisory board facilitate candidates' transition into the professional education program.

The Blended Program Committee is composed of the following members of the local teacher education community:

1. Physical Educators (Elementary, Middle and High School)
2. Cooperating Teachers
3. School Principals
4. Teachers from other subject areas
5. BSTA Coordinators
6. Physical Education Teacher Education Professors
7. Teacher Education Professors
8. University Undergraduates in the Physical Education, Option in Teaching
9. University Postgraduates in the Single Subject Program
10. Community college advisers

The Advisory Board, composed of members from the above list, will meet with the Blended Program Committee, and review Blended proposals as well as provide suggestions for improvement. The result of such heightened articulation has been much closer working relationships between these two programs.

Element 2(e) The teacher preparation program sponsors establish one or more intensive partnerships with representatives of schools where candidates engage in program-based fieldwork. The program-based fieldwork 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 fieldwork component include bargaining units that represent teachers at the fieldwork sites. In internship programs,

partnerships with bargaining agents address these program issues as well as those enumerated in Element (c) above.

The SS Program makes teaching practica placements throughout northeastern California, working with about 45-50 districts each semester. The program values significant supervised school experiences and works closely with districts and cooperating teachers to meet the goals and objectives of teaching practica (see syllabi for EDTE 230F and EDTE 230S *Teaching Practica I and II* at Tabs 14 and 17). Dialogue among partners has resulted in improvements in teaching practica such as the length of full-time involvement in schools (*Teaching Practicum I* is 10 weeks full-time and *Teaching Practicum II* is 15 weeks full-time).

Cooperating teachers who are members of local bargaining units contribute to partner groups. Officials of local bargaining agents are involved in renewals of district/university contracts for school placements and payment of honoraria to cooperating teachers. The SS Internship is established by a letter of intent to hire issued by the district to the Department of Education. That letter is accompanied by a letter of support for employment of an intern by the local bargaining unit.

The SS Program collaborates with California Subject Matter Projects and other agencies to develop opportunities for candidates to be involved with design and delivery of programs by parent and community organizations, county offices of education, educational research centers, business representatives, and teachers' bargaining agents, such as the program currently in development in agricultural education. Programs and opportunities are discussed at Teaching Practica Cluster Group Meetings (Tab 14, Requirement 5; and Tab 17, Requirement 7) and in program courses. An example of our collaboration with subject matter projects includes the *Teacher Pathways* grant obtained through the joint efforts of the Department of Education and RISE (Resources in International Studies in Education), one of the nine subject matter projects housed at CSU, Chico. The grant makes a substantial commitment of time and resources to the Department of Education at California State University, Chico in a mutual effort to align teacher education programs along Teacher Pathways. Candidates involvement is encouraged through announcements, including those through the Chico State Portal, an Internet communication tools that has an individualized data-base driven messaging system.

Element 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.

The Regional BTSA/IHE Transition Team was formed in May, 2001. The team communicates about the content and operation of professional preparation and induction programs in the region, with a goal to create reasonable alignments that help teacher candidates make a smooth transition to beginning teacher status. The Regional Transition Team has studied articulation of content across programs, portfolio and other requirements, the use of CFASST, and the BTSA Individual Improvement Plan and how that analysis and goal setting can contribute to the candidate's transition. The team has also discussed methods for developing a comprehensive professional development program for the region that encourages participation by all qualified providers. The Department of Education has been a supporter of the three BTSA programs operating in our region since their inception.

Element 2(g) 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.

Partners recognize the importance of *teacher preparation* by contributing to the costs of cooperation. Approximately 300 SS candidates are placed in school experiences each semester. Here are examples of some of the costs that are absorbed by partners to ensure operation of the program and high quality teacher education.

- In each placement district and school, administrators identify qualified cooperating teachers, assist in making placements and orienting student teachers to their schools.
- Cooperating teachers collectively, spend thousands of hours each semester guiding the growth and development of SS candidates.
- School districts contribute resources for the practice teaching work of student teachers and rooms for cluster group meeting.
- Numerous participants give time willingly to serve on partner groups.
- The Department of Education sponsors conferences and workshops for participants, supplying instructional materials, release time, mileage, meeting rooms and meals.

These, and much more, are necessary for the collaborative, partnership operation of the SS Program in northern California.

Program Standard 3: Relationships Between Theory and Practice

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 coursework, classroom observations and supervised fieldwork, 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.

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

Candidate Outcomes 1, 5, 6, and 7 (see page 2) focus on foundational issues and their relationship to school and classroom practices. Foundational issues and theories are initially addressed in:

EDUC 100 *Democracy and Public Schooling in America*, a Block 2 course (see syllabus, Objectives 2 through 6, Tab 7). Programs of the Department of Education examine the role of education in a

democracy and promote the application of democratic educational practices. The foundational rationale for the program is reexamined in other program courses and school experiences, including:

EDTE 230A *Fundamentals of Teaching Practice*, Objectives 4 and 6 (Tab 9);

EDTE 230D *Subject Area Pedagogy I*, Goal 1, Objectives 2, 3, and 4 (Tab 12);

EDTE 230G *Subject Area Pedagogy II*, Goal 1, Objectives 2, 3, and 4 (Tab 15); and

EDTE 230R *Applications for Democratic Education*, Goals 1, 2, 3, Objectives 1, 3, 4, 8 (Tab 16).

Candidates also address foundational issues related to professional practices in

EDTE 230F *Teaching Practicum I*, Objectives 1, 9 (Tab 14); and

EDTE 230S *Teaching Practicum II*, Objectives 6 and 7 (Tab 17).

Element 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.

Instruction related to learning in Element 3(b) is primarily addressed in PSY 214 *Psychology of Teaching*, Objectives 1, 2, 4, 6, 7, 8 (Tab 18). The influence of cultural, linguistic, and socio-

economic background on learning and development is addressed in EDUC 102 *Access and Equity*,

Objective 3 (Tab 8) The application of human learning and development theories is addressed in

EDTE 230A *Fundamentals of Teaching Practice*, Objective 4 (Tab 9), EDTE 230C *Literacy*

Development Objective 1 (Tab 11), EDTE 230D *Subject Area Pedagogy I*, Objectives 2 and 7 (Tab

12), and EDTE 230G *Subject Area Pedagogy II* Objectives 2 and 7 (Tab 15), and EDTE 230R *Applications for Democratic Education*, Objectives 3 and 7 (Tab 16).

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

Candidate outcomes 3, 4, and 5 (page 2) identify skilled, systematic curriculum planning, instruction, and assessment as major emphases of the SS Program. Further, the Department of Education promotes a nurturant pedagogy that forges a caring and effective connection between student and teacher. These courses provide learning opportunities for developing effective professional practice.

EDTE 230A *Fundamentals of Teaching Practice*, Objectives 1 through 3 (Tab 9);

EDTE 230C *Literacy Development*, Objectives 2, 3, 4, 6, 8 and 10 (Tab 11);

EDTE 230D *Subject Area Pedagogy I* Objectives 1 through 9 (Tab 12);

EDTE 230G *Subject Area Pedagogy II* Objectives 1 through 9 (Tab 15); and

EDTE 230R *Applications for Democratic Education*, Objectives 2 through 9 and 11 (Tab 16).

Candidate learning for Element 3(c) continues under the guidance of a cooperating teacher and university supervisor in:

EDTE 230F *Teaching Practicum I*, Objectives 1 through 8 (Tab 14); and

EDTE 230S *Teaching Practicum II*, Objectives 1 through 10 (Tab 17).

Element 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.

Candidates practice making instructional decisions in all courses in which they plan lessons. The program requires candidates to learn the Plan – Teach – Assess – Reflect Cycle beginning in

EDTE 230A *Fundamentals of Teaching Practice*, Objectives 1 through 4, 6 and 7 (Tab 9) and continuing through EDTE 230D *Subject Area Pedagogy I* Objectives 1 through 9 (Tab 12) and EDTE 230G *Subject Area Pedagogy II* Objectives 1 through 9 (Tab 15). They apply this cycle to instruction with K-12 students in teaching practica. See EDTE 230F *Teaching Practicum I*, Objectives 1 through 4, 6 and 10 and Requirement 7 (Tab 14) and EDTE 230S *Teaching Practicum II*, Objectives 2, 3, 6, 9, 19 and Requirement 9 (Tab 17). Candidates use their knowledge of educational theories to modify instruction for specific students, including English learners, and conditions through the Universal

Access Page (Tab 5). Our locally developed Teaching Performance Assessment (see at Tab 4) evaluates candidates' ability to make and reflect on instructional decisions.

Element 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).

Candidates learn about and practice a variety of teaching models in courses and teaching practica.

The SS Program addresses instructional strategies including direct instruction, cooperative learning, inquiry, discussion, and SDAIE. The following courses teach and assess this element:

EDTE 230A *Fundamentals of Teaching Practice*, Objective 2 (Tab 9);

EDTE 230B *Teaching with Technology*, Objectives 1, 5, 7, 9 (Tab 10);

EDTE 230C *Literacy Development* Objectives 3, 6, 8 (Tab 11);

EDTE 230D *Subject Area Pedagogy I* Objectives 2, 3, 4 (Tab 12);

EDTE 230F *Teaching Practicum I*, Objectives 1, 4, 5, 6, 11 (Tab 14);

EDTE 230G *Subject Area Pedagogy II* Objectives 2, 3, 4 (Tab 15);

EDTE 230R *Applications for Democratic Education*, Objective 3 (Tab 16); and

EDTE 230S *Teaching Practicum II*, Objective 4, 5, 12 (Tab 17).

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.

Element 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.

Program Standard 4 relates directly to our Candidate Outcomes 2, 3, 4, and 5 (see page 2). SS Program candidates observe experienced teachers throughout the program. Using the Plan-Teach-Assess-Reflect Cycle, they plan, present and reflect on their own lessons, and modify instruction

through the Universal Access Page. Courses and teaching practica that have a primary role in address this element include:

EDTE 230A *Fundamentals of Teaching Practice*, Objectives 1, 2, 3, 7 (Tab 9);

EDTE 230B *Teaching with Technology*, Objectives 5, 7 (Tab 10),

EDTE 230C *Literacy Development* Objectives 3-11 (Tab 11),

EDTE 230D *Subject Area Pedagogy I* Objectives 1 through 9 (Tab 12);

EDTE 230F *Teaching Practicum I*, Objectives 1 through 4, 6, 10 and Requirement 7 (Tab 14);

EDTE 230G *Subject Area Pedagogy II* Objectives 1 through 9 (Tab 15);

EDTE 230R *Applications for Democratic Education*, Objectives 3, 5, 6, 7, 8, 11 (Tab 16); and

EDTE 230S *Teaching Practicum II*, Objectives 2 through 5, 9, 10 and Requirement 9 (Tab 17).

Element 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.

Candidates begin to use professional literature and information on California schools and classrooms to make teaching and learning decisions in these courses, primarily. Course texts and materials include many that are specific to education in California.

EDUC 100 *Democracy and Public Schooling in America*, Objectives 4, 7 (Tab 7);

EDUC 102 *Access and Equity in Education*. Objectives 2, 4 (Tab 8);

EDTE 230D *Subject Area Pedagogy I* Objectives 8, 9 (Tab 14);

EDTE 230F *Teaching Practicum I*, Objectives 1, 9, 10 (Tab 14);

EDTE 230G *Subject Area Pedagogy II* Objectives 8, 9 (Tab 15); and

EDTE 230R *Applications for Democratic Education*, Objective 3, 8, 11, 12 (Tab 16).

Element 4(c) 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.

Candidates examine their own pedagogical practices primarily in teaching practica and through guided *Field Experience Reflection Questions* (Tab 14), through post-observation debriefings with supervisors, and the required Teaching Portfolio. See EDTE 230F *Teaching Practicum I*, objectives 1, 5, 9, 10 and Requirements 5, 7, 11 (Tab 14), and EDTE 230S *Teaching Practicum II*, Objective 1 and Requirements 5, 7c, 9, 11. (Tab 17) In addition, analyze and reflect on their practice through the Content Challenge in EDTE 230D *Subject Area Pedagogy I*, Objectives 8, 9

(Tab 12) and EDTE 230G *Subject Area Pedagogy II* Objectives 8, 9 (Tab 15). The Teaching Portfolio provides an additional opportunity for candidates to examine their pedagogical practices. Information on the Teaching Portfolio is in the *Professional Education Programs Handbook* (Tab 4, pages X – X).

Element 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.

Candidate learning of pedagogical perspectives embedded in state-adopted academic content standards, curriculum frameworks and instructional materials is primarily addressed in:

EDTE 230A *Fundamentals of Teaching Practice*, Objective 1 and Assessment 1 (Tab 9);

EDTE 230D *Subject Area Pedagogy I*, Objectives 1-9 and Assessments 1-4 (Tab 12);

EDTE 230G *Subject Area Pedagogy II*, Objectives 1, 2, 5, 9 and Assessments 1, 3, 4 (Tab 15);

EDTE 230F *Teaching Practicum I*, Objectives 1, 4, 5 and Requirements 3, 7, 8, 9 [Tab 14]; and

EDTE 230S *Teaching Practicum II*, Objectives 1, 4 and Requirements 3, 4, 8, 10 [Tab 17].

K-12 students’ intellectual, ethical, social, personal and physical development is primarily covered in PSY 214 *Psychology of Teaching*, Objective 6 (Tab 18). Credential candidates are then required to apply the understandings gained in this course to create a positive classroom environment in EDTE 230A *Fundamentals of Teaching Practice*, Objective 4 and Assessment 2 (Tab 9).

Candidates develop understandings of significant developments in the disciplines of knowledge in undergraduate degree programs and preparation to meet California subject matter requirements. These understandings are often reinforced in curriculum and instruction courses that prepare candidates to teach the content of the curriculum including:

EDTE 230D *Subject Area Pedagogy I* Objectives 1, 8, 9 and Assessments 1, 4 (Tab 12);

EDTE 230F *Teaching Practicum I*, Objectives 1, 3, 5, 11 (Tab 14);

EDTE 230G *Subject Area Pedagogy II* Objectives 1, 8, 9 and Assessments 1, 4 (Tab 15);

EDTE 230R *Applications for Democratic Education*, Objectives 2, 3, 5 (Tab 16); and

EDTE 230S *Teaching Practicum II*, Objectives 2, 12 (Tab 17).

The context of California’s economy and culture and its influence on public education is primarily covered in:

EDUC 100 *Democracy and Public Schooling in America*, Objective 4 (Tab 7)

EDUC 102 *Access and Equity in Education*, Objectives 2, 3 (Tab 8)

Element 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.

Candidate Outcome #6 (page 2) states that each candidate will “develop as a reflective practitioner who. . . engages in continuous professional renewal.” To this end, we provide multiple opportunities for candidates to engage in decision-making based on multiple sources of information and to reflect and receive feedback on their professional practice. Courses critical to fostering reflective practice include:

EDUC 100 *Democracy and Public Schooling in America*, Objectives 6, 8 (Tab 7);

EDTE 230A *Fundamentals of Teaching Practice*, Objective 7 and Assessment 3 (Tab 9);

EDTE 230D *Subject Area Pedagogy I* Objectives 8, 9 and Assessment 4 (Tab 12);

EDTE 230F *Teaching Practicum I*, Objective 10 and Requirements 4, 5, 7, 11, 12 (Tab 14),

EDTE 230G *Subject Area Pedagogy II* Objectives 8, 9 and Assessment 4 (Tab 15);

EDTE 230R *Applications for Democratic Education*, Objectives 8, 9, 11, 12 and Assessments (Tab 16); and

EDTE 230S *Teaching Practicum II*, Objectives 1, 2, 11 and Requirements 7, 9-13 (Tab 17).

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 the core curriculum. Through coursework and fieldwork 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 1999⁹, 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.

Element 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

⁹ See Appendix B for full text of the law.

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.

Candidate Outcomes 2 through 5 clearly link to Program Standard 5 (see page 2). The Single Subject Program begins to prepare candidates to effectively teach diverse students in the Block 2 courses EDUC 102 *Access & Equity in Education* (see syllabus, Objective 3, Tab 8). Candidates examine socio-political issues of education relative to current demographics of California schools and explore the complexities of living in a pluralistic, multicultural society such as California. In EDTE 230A *Fundamentals of Teaching Practice* candidates then apply their understanding to lesson planning that accommodates individual differences using the Universal Access Plan (See Objectives 1-3 and Assessment 1, Tab 9). Building upon this foundational understanding of the principles of educational equity and diversity, Block Three courses continue to infuse and reinforce issues of equity and access, both in coursework and fieldwork, by focusing on their implementation in curriculum content and school practices for all students.

In EDTE 230D *Subject Area Pedagogy I* candidates' knowledge of equity and access issues is extended to unit planning. They incorporate effective strategies that make content accessible to all students and use assessment results to inform planning (See syllabus, Objectives 2-4 and Assessment 2, Tab 12). In fieldwork course EDTE 230F *Teaching Practicum I* candidates observe in a variety of classrooms with students of differing background experiences, languages, and skills and abilities; learn about the roles and responsibilities of school staff in meeting the instructional needs of all learners; and prepare lessons that reflect cross-cultural and linguistic understandings (See syllabus, Objectives 1-9 and *Field Experience Reflections, Topics 6 and 9: ELD Teacher/Resource Specialist*, Tab 14).

In EDTE 230G *Subject Area Pedagogy II* (Objectives 2-7 and Assessments 2 and 3, Tab 15) and EDTE 230R *Applications for Democratic Education* (Objectives 1, 3, 4, 7, 8, Tab 16), candidates continue to explore subject-specific pedagogical practices that provide access to the core curriculum and lead to higher achievement for all. In EDTE 230S, *Teaching Practicum II*, candidates practice providing equitable access to the core curriculum through daily teaching experiences that are supervised and evaluated on an ongoing basis (see Objectives 2-10, Tab 17).

Element 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.

Through various readings, activities and course assignments in EDUC 102 *Access & Equity in Education* candidates learn about the history and traditions of major cultural and ethnic groups in California and the influence of language, culture, family background and experiences on students' academic success. Appropriate strategies for classroom interaction and family communications are also explored. (Objective 3 and accompanying Assessment, Tab 8). In EDTE 230A *Fundamentals of Teaching Practice*, candidates must apply their knowledge of cultural traditions and community values as they build a culturally responsive positive classroom climate (Objectives 4-6 and Assessment 2, Tab 9). Reinforcement occurs especially in EDTE 230F *Teaching Practicum I* (Objectives 3 and 9, Tab 14) and EDTE 230S *Teaching Practicum II* (Objective 3, Tab 17).

Element 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.

Candidates begin recognizing and minimizing bias in the classroom by exploring aspects of their own cultural identity and heritage in EDUC 102 *Access & Equity in Education* (Objective 1 and accompanying Assessment, Tab 9). Given an understanding of the values, norms, and traditions that ground them as educators, candidates then analyze classroom and institutional bias and develop plans for minimizing bias and promoting positive change (Objectives 4 and 5 and accompanying Assessment, Tab 9). Topics for instruction also include learning about Education Code Chapter 587, statues of 1999 and pertinent laws and court case decisions that have impacted public school policy.⁹

Candidates learn to create an equitable classroom community in EDTE 230A, *Fundamentals of Teaching Practice*. They synthesize management theories, relevant legal issues personal beliefs, demands of content area/grade level, and the needs of diverse learners to create a plan for a safe and equitable classroom for all learners (Objectives 4-6 and Assessment 2, Tab 9).

Teaching practica offer opportunities to minimize bias. See syllabi for EDTE 230F *Teaching Practicum I* (Objectives 1, 3, 4 and 15, Tab 14) and EDTE 230S *Teaching Practicum II* (Objectives 3 and 7, Tab 17).

Element 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.

In the context of creating positive, equitable classroom environments, candidates examine gender bias issues through readings, research studies, and activities in EDTE 230A *Fundamentals of Teaching Practice*. They apply this knowledge to the development of a classroom management plan (Objectives 4, 6, Tab 9).

Gender-fair environments are also addressed in EDTE 230F *Teaching Practicum I* (Objectives 1, 3, Tab 14) and EDTE 230S *Teaching Practicum II*, (Objectives 3, 4, 6, Tab 17).

Element 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 rationale for the program states that “democracy and diversity are linked.” Candidate and faculty beliefs, attitudes and expectations are discussed and examined throughout the program. Candidates learn and practice pedagogical practices that foster high expectations for all students.

Throughout EDTE 102, *Access and Equity in Education*, candidates are asked to examine their stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities. Typically assignments include journaling and writing position papers (Objective 1, 3, 4, and 5 and accompanying Assessments, Tab 8).

Candidates continue examining their beliefs in EDTE 230A *Fundamentals of Teaching Practice* (Objective 7 and Assessment 3, Tab 9) and EDTE 230D *Subject Area Pedagogy I* (Objective 9 and Assessment 4, Tab 12) as they develop a personal philosophy of teaching and learning in a diverse setting.

In fieldwork, EDTE 230F *Teaching Practicum I* students are required to keep a reflective journal of their observations in which they are required to examine current practice and reflect about the ways in which their beliefs, attitudes and expectations about diverse students are reinforced, challenged, or changed as a result of observing and teaching diverse populations (see *Field Experience Journal Reflections, Topics 6 and 9:ELD Teacher/Resource Specialist*, Tab 14).

At the end of EDTE 230S *Teaching Practicum II* candidates are required reflect upon their growth as they complete an *Evaluation of Experience in a Diverse Population Classroom* form (see Tab 17, especially question 7).

Element 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.

Element 5(f) is addressed throughout the SS Program. Objectives identified for the following courses indicate learning and practice opportunities for candidates.

EDUC 102 *Access and Equity in Education*, Objectives 2 and 5 (Tab 8);

EDTE 230A *Fundamentals of Teaching Practice*, Objectives 5, 6, (Tab 9);

EDTE 230C *Literacy Development*, Objectives 1-11 (Tab 11);

EDTE 230D *Subject Area Pedagogy I* Objectives 2 -7(Tab 12);

EDTE 230F *Teaching Practicum I*, Objectives 1, 2, 3, and 9 (Tab 14);

EDTE 230G *Subject Area Pedagogy II* Objectives 2-7 (Tab 15);

EDTE 230R *Applications for Democratic Education*, Objectives 3, 4, 7, 11 (Tab 16); and

EDTE 230S *Teaching Practicum II*, Objectives 3-7 and 10 (Tab 17).

Category B

Preparation to Teach Curriculum To All Students in California Schools

Program Standard 6: Opportunities to Learn, Practice and Reflect on Teaching in All Subject Areas

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 coursework and fieldwork 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.

Element 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.

The curriculum of the SS Program is designed to provide a systematic comprehensive preparation for teachers enabling candidates to meet all Teaching Performance Expectations, California Professional Preparation Standards, and our local Candidate Outcomes. The structure of the program and its developmental sequence is seen in the Single Subject Education Block System (page 4). Early in the program, candidates are introduced to the Plan-Teach-Assess-Reflect cycle that they will use throughout their credential program and during their two-year induction with BTSA. In using this cycle, candidates are able to see the practical relationships that exist between the knowledge and skills presented in their coursework and the demands of their teaching experiences in the public school classrooms. The knowledge and skills presented in their courses are closely tied to the Teaching Performance Expectations (TPEs) and these links are made clear in the course objectives and in their accompanying assessments. The Distribution of TPEs Matrix (Tab 3) shows how opportunities to learn, practice and reflect on TPEs are related to, and distributed through courses and teaching practica. The Distribution of Standards (also at tab 3) shows the relation of standards to courses and practica. Charts accompanying each syllabus in this document show the TPEs and standards associated with courses and teaching practica (see Tabs 7 through 17 and 20).

Element 6(b) During the program's coursework and fieldwork, 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 their progress toward meeting the TPEs, and this feedback contributes to each candidate's preparation for the performance assessment.

The locally developed Teaching Performance Assessment consists of four tasks embedded in the program at key points. These TPA tasks are formative and developmental in design. Course and teaching practica requirements and assessments prepare candidates for the TPA by providing opportunities for them to practice tasks similar to those in the TPA. The TPA Tasks can be seen at Tab 4.

Standardized assessments have been designed for each course in the SS Program. These are aligned with course objectives and provide opportunities for candidates to complete tasks similar to the TPA Tasks. Feedback is provided to candidates on each assessment through course instructors, and university supervisors for teaching practica. Feedback assists candidates in preparing for the TPA.

Task 1, taken near the end of Block 2 and before EDTE 230F *Teaching Practicum I*, is a scenario-based written exercise that has candidates identifying teaching challenges, methods and management approaches they will apply to provide standards-based instruction, and the theories they will reference in meeting the needs of a class with a diverse population of students. Task 1 requires candidates to apply what they have learned in EDUC 102 *Access and Equity in Education*, ENGL 232 *Language Acquisition*, and EDTE 230A *Fundamentals of Teaching Practice*, to meet the needs of English learners linguistically, cognitively, physically, and socially. Preparatory assessments for this TPA are contained in:

EDUC 102 *Access and Equity in Education*, Assessments 3 and 4 [Tab 8];
ENGL 232 *Language Acquisition*, Assessments 1 and 2 [Tab 20]; and
EDTE 230A *Fundamentals of Teaching Practice*, Assessments 1 and 2 (Tab 9).

TPA Task 2 focuses on designing a lesson for a specific group of K-12 students. It is taken during *Teaching Practicum I*. A portion of the task requires candidates to describe the students and their educational needs, and to prepare a Universal Access Page indicating lesson modifications for the particular student group. Assessments that prepare candidates to do the planning, assessment and reflection required for this task are contained in:

EDTE 230A *Fundamentals of Teaching Practice*, Assessment 1 [Tab 9];
EDTE 230C *Literacy Development*, Assessments 2, 3 and 4 [Tab 11];
EDTE 230D *Subject Area Pedagogy I*, Assessments 1 and 2 [Tab 12]; and
EDTE 230F *Teaching Practicum I*, requirements 8 and 9 [Tab 14]

TPA Task #3 focuses on instructional skill (planning, delivery and assessment of a lesson) and occurs early in *Teaching Practicum II*. Candidates are required to design an appropriate lesson for a specific, described group (class) of students and to conduct that lesson. The lesson presentation will be observed and evaluated by two trained observers. Examples of practice similar to Task #3 are in:

EDTE 230F *Teaching Practicum I*, Course Requirements 6 through 10 (Tab 14);
EDTE 230S *Teaching Practicum II*, Course Requirements 4, 5, 8, and 9 [Tab 17];
EDTE 230D *Subject Area Pedagogy I*, Assessment 2 and 3 [Tab 12]; and

EDTE 230G *Subject Area Pedagogy II*, Assessments 2 and 3 [Tab 15]

TPA Task #4 requires the candidate to design an instructional unit for a specific group of students, teach a lesson from that unit, assess and analyze the outcomes of the instruction, and demonstrate appropriate classroom management. Preparation for Task #4 includes the course assessments and field requirements listed for Tasks 1 through 3 above as well as:

EDTE 230A *Fundamentals of Teaching Practice*, Assessment 2 [Tab 9];

EDTE 230R *Applications of Democracy*, Assessment 1 [Tab 16];

EDTE 230D *Subject Area Pedagogy I*, Assessment 4 [Tab 12]; and

EDTE 230G *Subject Area Pedagogy II*, Assessment 4 [Tab 17].

Element 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 coursework and field experiences.

The comprehensive assessment system for the SS Program addresses the full range of pedagogical competencies as part of the fabric of the ongoing courses and teaching practica. Assessment is accomplished through candidate course evaluations, candidate performance in schools, and locally developed Teaching Performance Assessment tasks (See 6(b) above). Assessments embedded in courses are described in course syllabi (see Tabs 7 through 17 and 20). In addition, over the course of their credential program, all candidates are required to develop a teaching portfolio to demonstrate their professional growth toward each of the TPEs [see Portfolio Matrix in Program Handbook, Tab 5]. Candidates are required to include documentary evidence of their progress that includes course assignments and assessments as well as field-based instructional and assessment plans and reflections. The portfolio development process helps the candidates to further reflect on the interconnectedness of the formative and summative assessment tasks completed both in coursework and in the field and on how those tasks have prepared them for professional practice.

Standard 7-B: Single Subject Reading, Writing and Related Language Instruction in English

The professional teacher preparation program provides substantive, research-based instruction that effectively prepares each candidate for any Single Subject Teaching Credential to provide instruction in content-based reading and writing skills for all students, including students with varied reading levels and language backgrounds. The program places each candidate for a Single Subject Credential in a field experience site and a student teaching assignment with teachers whose

instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and are aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework, and who cooperate with institutional supervisors and instructors. The Single Subject Credential Program includes a significant practical experience component in reading that is connected to the content of coursework and that takes place during each candidate's field experience(s), internship(s), or student teaching assignment(s).

Element 7B(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to well-designed instructional programs, which enables candidates to provide a comprehensive, systematic program of instruction that is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework and that includes explicit and meaningfully-applied instruction in reading, writing and related language skills and strategies for English language learners and speakers of English.

Faculty of the Single Subject Program take the position that adolescent literacy needs to be a primary focus for credential candidates in all Single Subject content areas. Candidate Outcomes 2 through 5 clearly embrace this position (see page 2). In EDTE 230 C Candidates develop an understanding of theoretical and pedagogical issues related to reading development for middle and secondary students. They are exposed to a synthesis of relevant theoretical issues related to the reading development of students in middle and secondary schools and specific concrete examples of practical ways in which teachers in every content area can help facilitate reading development to increase student reading achievement and motivation of their struggling readers (see Objective 6). This understanding is reinforced in EDTE 230A, *Fundamentals of Teaching Practice* (Objectives 2-4 and Accompanying Assessment) and deepened in EDTE 230D *Subject Area Pedagogy I* (Objectives 2-4 and Accompanying Assessment, Tab 12) and in EDTE 230G *Subject Area Pedagogy II* (Objectives 2-4 and Accompanying Assessment, Tab 15).

Element 7B(b) For each candidate, the study of reading and language arts methods includes a rich array of effective strategies and methods for guiding and developing the content-based reading and writing abilities of all students, including students with varied reading levels and language backgrounds.

In EDTE 230C *Literacy Development* candidates learn standards-based instructional strategies that have been deliberately selected because of their usefulness to English learners and strategic readers to provide support for students as they read-to-learn, and foster students' comprehension of a variety of types of text (see syllabus, Objectives 2, 6, 7 and Assessment #3, Tab 11). For adolescents, meaningful reading and writing are excellent tools for exploring important issues, resolving conflicting viewpoints, and reexamining their own views given new and different viewpoints or information.

Candidates reinforce their understanding of content area literacy strategies in EDTE 230D *Subject Area Pedagogy I* by planning and developing content lessons that include content-based reading and writing strategies (see syllabus, Objectives 2-4 and accompanying assessment, Tab 12).

Candidates continue to increase their knowledge of effective reading and writing strategies, specifically appropriate to their content area in 230G *Subject Area Pedagogy II* (see Objectives 2-4, and accompanying assessment). In EDTE 230S, *Teaching Practicum II* candidates receive feedback from supervisors about the effectiveness of their strategies and methods as they implement the plan-teach-assess-reflect cycle. (see syllabus, Objectives 1-5, Course Requirement 4)

Element 7B(c) *Each candidate's instruction and field experience include (but are not limited to) the following components:*

- (i) Instruction and field experience for teaching comprehension skills, including strategies for developing student background knowledge and vocabulary, and explicit instruction in reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.

In EDTE 230C *Literacy Development* candidates learn explicit instruction in reading comprehension strategies (see syllabus, Objectives 6, 7, 8 and Assessments 3 and 4). These strategies are reinforced in EDTE 230A, *Fundamentals of Teaching Practice* as candidates integrate these strategies into lesson plans (see Objective 2).

In EDTE 230D *Subject Area Pedagogy I* candidates continue to be encouraged to develop short and long-term plans that include content-based reading and writing strategies that scaffold comprehension skills (see Objective 2-4 and accompanying assessment) and in EDTE 230G *Subject Area Pedagogy II* (see Objectives 2-4, and accompanying assessment).

Candidates demonstrate their ability to apply this understanding in EDTE 230S *Teaching Practicum II*, Objectives 4, 5 and Requirement 6 (Tab 17).

- (ii) Instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading, including decoding skills and spelling patterns.

In English 232 *Theory and Practice of Second Language Acquisition* candidates learn about how phonemic awareness, decoding, comprehension, word recognition, and spelling (Objective 5 and Assessment 1).

Candidates then apply their understanding of how early literacy strategies, such as specific word recognition and phonics strategies promote early independence in reading and writing, especially for English Language Learners in EDTE 230C (see Objective 2, 7, 8 and assessment 3).

In field courses *candidates experience teaching explicit skills instruction as they deliver supervised lessons that lead to the rapid acquisition of literacy skills in English for Els*. See EDTE 230F *Teaching Practicum I*, Objective 6 (Tab 14) and *and* EDTE 230S *Teaching Practicum II*, Objective 5 (Tab 17).

- (iii) Instruction and experience in using diagnostic assessment strategies for individualized content-based reading instruction, and strategies for promoting the transfer of primary language reading skills into English language reading skills.
- (iv) Diagnostic assessment strategies for individualized reading instruction and strategies for promoting the transfer of primary language reading skills into English language reading skills are initially learned in English 232 *Theory and Practice of Second Language Acquisition* (see Objective 1, 2 and assessment 1 and comprehensive final). In 230C candidates build upon this understanding through content sessions that include assessing second language readers' progress using a variety of diagnostic assessment strategies including but not limited to miscue analysis, running record, student self-assessment, and informal reading inventory (IRI), see Objective 9; Perogoy text, Table of Contents, Chpt. 7, 10, (Tab 11). Candidates practice this understanding in two

assessments. In a field-based case study of a reader, grade 7-12, they administer and review a variety of diagnostic assessments in order to create an instructional plan (see Assessment #1). In another scenario candidates must interpret assessment data for a class of linguistically diverse learners with varied reading levels and prescribe appropriate reading practices (see Assessment #2).

- (v) Instruction and experience in promoting the use of oral and written language in a variety of formal and informal settings including teaching writing strategies for increasing content knowledge.

Promoting the use of oral and written language occurs throughout courses in Block Three of the Single Subject Program. The Single Subjects Team instills the importance of teaching strategies to our candidates that promote the use of oral and written language in all content areas. To demonstrate this commitment the Single Subject program has adopted *Reading, writing, and learning in ESL, A resource book for teachers* by Perogoy and Boyle (see all course syllabi, required text) as its book-in-common. This text provides a means for all instructors to infuse appropriate content and underscore important concepts from chapters of the text into each course. The chapters entitled *Oral Language Development* and *English learners and Process writing* are two such chapters. EDTE 230C *Literacy Development*, EDTE 230A, *Fundamentals of Teaching Practice*, EDTE 230D *Subject Area Pedagogy I*, and EDTE 230G *Subject Area Pedagogy II* all reference this content (see all syllabi, required text, *Table of Contents, Chpts 4, 6*).

Element 7B(d) 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 students learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

The study of phonological/morphological structure of the English language occurs in English 121 Principles of Language, taken for Block 1 credential program requirements (see syllabus, Tab 21). Methodologically sound research on how students learn to read, including English language learners is presented in English 232 *Theory and Practice of Second Language Acquisition* (Objective 5). This knowledge is then furthered in EDTE 230C *Literacy Development* as

candidates learn what research tells us about reading in a second language and reading across the curriculum for English learners (see Perogoy and Boyle Text, Table of Contents, Chapters 7 & 8, Tab 11).

Element 7B(e) As a specific application of Common Standard 2, the institution provides adequate resources to staff content-based reading methods courses, including sufficient numbers of positions (including permanent positions) for instructional faculty and field supervisors, and provides sufficient resources to build communication and cooperation among faculty members, school district personnel and classroom teachers that reinforce connections between coursework and field experiences pertaining to content-based reading instruction.

The Department of Education allocates adequate resources for reading and language arts education and English language development. Annually, the program offers about 10 sections each of EDTE 230C. These sections are staffed by tenure-track faculty who are experienced teachers of reading, language arts and English language development. One faculty member serves as Director of Reading and Language Arts to coordinate department offerings in this area and assist other MS and SS faculty in infusion of these concepts in their courses and supervision. University supervisors, who are all experienced K-12 teachers, provide candidate supervision in teaching practica on a formula of 2-4 candidates per unit of workload.

Element 7B(f) As a specific application of Common Standard 7, field experiences, student teaching assignments and internships are designed to establish cohesive connections among reading methods coursework, other related coursework 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.

A comprehensive series of courses, starting with ENGL 121 *Principles of Language* (Tab 21), and continuing through ENGL 232 *Theory and Practice of Second Language Acquisition* (Tab 20), and EDTE 230C *Literacy Development* (Tab 11). Program courses reinforce candidates' understanding and provide practice: EDTE 230 D *Subject Area Pedagogy I* (Tab 12); EDTE 230 G *Subject Area Pedagogy II* (Tab 15) and EDTE 230R *Applications for Democratic Education* (Tab 16). Content-based reading and language arts instruction is practiced by every candidate of the program in EDTE 230F *Teaching Practicum I* (Tab 14) and EDTE 230S *Teaching Practicum II* (Tab 17)

Element 7B(g) 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, and 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.

A pool of cooperating teachers who will work with program faculty as partners in the day-to-day supervision of candidates are sought through this process:

1. The SS Placement Director identifies a school site and consults with the principal to determine both teacher interest and obtain recommendations from the principal.
2. Potential cooperating teachers whom the principal has approved for work with the SS Program are invited to submit a Cooperating Teacher Information Form (Tab 22). This form gathers information on the teacher's educational profile, teaching assignment and professional development. This information assists the Placement Director in making teacher selections and candidate placement assignments. The school principal's signature on the Cooperating Teacher Information Form indicates his or her recommendation of the potential cooperating teacher as exemplary, having knowledge of state-adopted content standards for students and effectiveness in collaborating and communicating with other professional educators.

When teaching practica placements are made, the Placement Director works with school district administrators, following procedures determined in consultation with each district, to assign student teachers to cooperating teachers from the Cooperating Teacher Pool. Cooperating teachers must meet these qualifications:

- Have at least three years of successful K-12 teaching experience;
- Hold a valid California teaching credential for the subject and services they are providing;¹⁰
- Be recognized by their site principal as an effective teacher (including reading, language arts, and literacy instruction) who has the potential for, or demonstrated competence as a cooperating teacher;
- Understand the aims structure and procedures of the SS Program; and
- Demonstrate willingness to work with Department of Education faculty via orientation sessions, cooperating teacher annual conference, three-way conferences, and ongoing communication.

¹⁰ Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified.

These qualifications are consistent with the responsibilities and expectations the SS Program has of cooperating teachers as published in the *Professional Education Programs Handbook* (Tab 5). Each participant in the program is provided with a copy of the handbook. Local support teachers for intern candidates meet the same qualifications as cooperating teachers.

Communication between the program and cooperating teachers and K-12 administrators is also facilitated through contacts of the SS Placement Director and university supervisor. The Department of Education hosts an Annual Cooperating Teacher Day Conference that has proven extremely valuable in conducting face-to-face dialogue focused on program information, program improvement, and for assisting cooperating teachers in improving their understanding and skills in guiding student teachers. A similar annual program is offered for local support teachers and intern supervisors called the Intern Support Teacher Workshop.

Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates

In the subject to be authorized by the Single Subject Teaching Credential, the professional teacher preparation program provides substantive instruction and supervised practice that effectively prepare each candidate for an SS Credential to plan and deliver content-specific instruction that is consistent with (1) the state-adopted academic content standards for students and/or curriculum framework in

the content area, and (2) the basic principles and primary values of the underlying discipline. The program provides multiple opportunities for each SS candidate (1) to apply the Teaching Performance Expectations (TPEs) in Appendix A to instruction in the subject to be authorized by the credential, and (2) to learn, practice and reflect on the specific pedagogical knowledge and skills that comprise the Commission adopted subject-specific TPEs. In the program, each SS candidate demonstrates basic ability to: plan and organize instruction to foster student achievement of state-adopted K-12 academic content standards for students in the subject area; use instructional strategies, materials, technologies and other resources to make content accessible to students; and interrelate ideas and information within and across major subdivisions of the subject.

Response to Elements 8B(a) through 8B(l)

The SS program makes a strong commitment to Program Standard 8 through the Candidate Outcomes 2 through 5 (see page 2). Candidates in the SS program are introduced to and begin to make use of the state-adopted academic content standards and/or curriculum framework in the content area beginning in EDTE 230A *Fundamentals of Teaching Practice*, as evidenced in Objective 1 and Assessment 1 [Tab 9]. Their familiarity with the standards and frameworks and with the underlying principles and values of their disciplines is strengthened during EDTE 230D *Subject Area Pedagogy I*, Objectives 1 through 9 and Assessments 1 through 4 [Tab 12], and EDTE 230G *Subject Area Pedagogy II*, Objectives 1, 2, 5 and 9 and Assessments 1, 3 and 4 [Tab 15], as they apply these understandings to increasingly complex instructional planning, delivery and assessment tasks.

Note that Assessment 4 in both EDTE 230D *Subject Area Pedagogy I* and 230G *Subject Area Pedagogy II* refers to the Content Challenge. This assessment requires students to document their progress toward the Program Standards and TPEs for their individual content areas. This documentation, which becomes part of the teaching portfolio as well, includes both course assignments and field-based artifacts along with reflection on how the documents relate to the TPEs and demonstrate professional growth. Candidates learn about the specific principles, values, demands, challenges, instructional strategies and resources of their disciplines with the assistance of content area experts such as the Subject Matter Projects, classroom teachers, professional organizations, content-specific texts and journals, and online resources. See the sample Content Challenge assignment sheet (Tab 15).

In their teaching practica, candidates expand their knowledge of subject area pedagogy through observation of content area teachers in the classroom and through collaboration with cooperating

teachers, structured planning and teaching experiences and feedback from their cooperating teachers and university supervisors.

EDTE 230F *Teaching Practicum I*, Objectives 1, 4, 5 and Requirements 3, 7, 8, 9 (Tab 14).

EDTE 230F *Teaching Practicum II*, Objectives 1, 4 and Requirements 3, 4, 8, 10 (Tab 17).

Candidates have a further opportunity to explore how their content area can interrelate with other content areas in EDTE 230R *Applications for Democratic Education*, in which they work with a multidisciplinary team to develop a standards-based thematic instructional unit. See Objectives 2, 3, 7, 8 and Assessment 1 (Tab 16).

Element 8B(a) Mathematics. During interrelated activities in program coursework and fieldwork, SS mathematics candidates acquire a deep understanding of the interrelated components of a balanced program of mathematics instruction: computational and procedural skills; conceptual understanding 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 K-12 academic content standards for students in Mathematics (Grades 7-12); (2) enable students in Grades 7-12 to apply learned skills to increasingly novel and complex problems; (3) demonstrate and teach multiple solution strategies for broad categories of problems; (4) anticipate, recognize and clarify mathematical misunderstandings that are common among students in Grades 7-12; and (5) design exercises for practicing mathematics skills, including the selection of appropriate problems for practice.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(b) Science. During interrelated activities in program coursework and fieldwork, SS science candidates learn to (1) relate the state-adopted K-12 academic content standards for students in Science (Grades 7-12) 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 (Grades 7-12); and (3) plan and organize effective laboratory and/or field activities in which students in Grades 7-12 learn to ask important questions and conduct careful investigations.

Response

Please see response to 8B(a) through 8B(1) above.

Element 8B(c) History-Social Science. During interrelated activities in program coursework and fieldwork, SS history/social science candidates learn and practice ways to (1) state-adopted K-12 academic content standards for students in history while helping students to use history-social science analysis skills at intermediate and advanced levels; (2) apply social science concepts to historical issues and enrich the study of history through in-depth case studies, historical literature, and cross-cultural activities; (3) encourage civic participation through studies of democratic civic values and constitutional principles; (4) deal honestly and accurately with controversial issues in historical or contemporary contexts; (5) discuss important roles of religion in world and United States history without bias; (6) incorporate a range of critical thinking skills and academic study skills into social studies instruction; and (7) utilize active forms of social science learning with all students, including simulations, debates, research studies and cooperative projects.

Response

Please see response to 8B(a) through 8B(1) above.

Element 8B(d) English. During interrelated activities in program coursework and fieldwork, SS English candidates learn and practice ways to: (1) teach advanced skills and understandings in the use of oral and written language as described in the state-adopted academic content standards for students in English Language Arts using specific methods such systematic comprehension support, analysis of informational and literary texts, use of technology for research support and editing, and direct instruction of various writing applications, strategies, and written and oral conventions; (2) understand how to teach the purposes and characteristics of the major genres of literature; (3) teach a strong literature, language, and comprehension program that includes oral and written language; and (4) increase their knowledge and skills of content based reading and writing methods, building on a foundation of linguistics that includes the phonological/ morphological structure of the English language.

Response

Please see response to 8B(a) through 8B(1) above.

Element 8B(e) Art, Music, Theatre, and Dance. During interrelated activities in program coursework and fieldwork, SS art, music, theatre, and dance candidates learn, understand, and use specific teaching strategies and activities for achieving the fundamental goals of the Visual and Performing Arts Framework and Student Academic Content Standards, including (1) processing sensory information through elements unique to art, music, theatre, or dance (artistic perception); (2) producing works in art, music, theatre, or dance (creative expression); (3) understanding the historical and cultural origins of art, music, theatre, or dance (historical and cultural context); (4) pursuing meaning in art, music, theatre, or dance (aesthetic valuing); and (5) relating what is learned in art, music, theatre, or dance to other subject areas and to careers (connections, relationships, applications). In the program, candidates for SS Credentials are prepared to guide students in Grades 7-12 during the production of expressive works and in discussions that focus on analysis and interpretation of their own work and the work of others.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(f) Physical Education. During interrelated activities in program coursework and fieldwork, SS physical education candidates learn, understand and use content-specific teaching strategies for achieving the fundamental goals of the Physical Education Framework including (1) developing motor skills and abilities through varied activities, (2) developing health-enhancing levels of physical fitness, (3) knowing and understanding principles of human movement, and (4) practicing social skill development and fair play in games and sports.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(g) Languages Other than English. During interrelated activities in program coursework and fieldwork, SS languages candidates learn to teach the fundamental goals of the Foreign Language Framework and to (1) teach in a proficiency-oriented program of foreign language instruction that facilitates substantive communication orally and in writing, (2) demonstrate a high level of proficiency in the language that allows them to conduct their classes with ease and confidence with varied instructional levels, (3) use appropriate and varied language with accuracy and fluency, (4) know structural rules and practical use of the target language and validate the variation and usage of the home languages of their students. Each candidate is prepared to teach

students to use the language of study to exchange information in a variety of contexts; assist students to develop proficiency in hearing, speaking, reading and writing the target language; enable students to understand cultures and societies in which the language is spoken; and develop students' insights into the nature of language.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(h) Health Science. During interrelated activities in program coursework and fieldwork, SS health science candidates learn to (1) plan and implement instruction based on the Health Framework for California Public Schools, (2) create a learning climate sensitive to the health-related needs of all students, (3) implement instructional strategies which result in students' understanding of scientifically based principles of health promotion and disease prevention, incorporating that knowledge into personal health-related attitudes and behaviors, and making good health a personal priority, (4) link instruction to the health of students' family, school and community, and (5) initiate instruction which enhances students' resiliency and supports their development of positive assets.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(i) Agriculture. During interrelated activities in program coursework and fieldwork, SS agriculture candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for agriculture, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(j) Business Education. During interrelated activities in program coursework and fieldwork, SS business candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single

Subject Teaching Credentials for business education, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(k) Home Economics. During interrelated activities in program coursework and fieldwork, SS home economics candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for home economics, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

Response

Please see response to 8B(a) through 8B(l) above.

Element 8B(l) Industrial Technology. During interrelated activities in program coursework and fieldwork, SS industrial technology candidates learn, understand and use content-specific teaching strategies and instructional planning approaches appropriate to the subject area. In authorizations of Single Subject Teaching Credentials for industrial technology, candidates for SS Credentials learn and practice important Teaching Performance Expectations during the teaching of the intended subject as envisioned in state and national policy frameworks.

Response

Please see response to 8B(a) through 8B(l) above.

PROGRAM STANDARD 9

Program Standard 9 was met in the New Technology Standard special review in 2001.

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.

Element 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*
- (v) the variety of support and resource roles that families may assume within and outside the school.*

The commitment to the elements of Program Standard 10 is reflected in the Candidate Outcomes 1, 3, 5, and 7 (see page 2). Respectful and productive relationships between teachers, families, and communities enhance student success and well-being. Candidates learn concepts and strategies related to Element 10(a) in PSY 214 *Psychology for Teaching*, (Tab 14) and EDUC 102 *Access and Equity in Education*, Objective 4, (Tab 8).

- (i) Student placements are affected by several conditions and characteristics. Rights related to placements are addressed in EDUC 102 *Access and Equity in Education*, Objective 2 (Tab 8) and EDTE 230E *Teaching Special Populations*, Objective 2 (Tab 13).*
- (ii) Several program components assist candidates in learning about the effect of family involvement including EDUC 102 *Access and Equity in Education*, Objective 3 (Tab 8), EDTE 230A *Fundamentals of Teaching Practice*, Objective 5, Tab 9),*

- (iii) Candidates learn about diverse family structures, community cultures and child rearing practices in EDUC 102 *Access and Equity in Education*, Objective 3 (Tab 8)
- (iv) Effective communication with all families is addressed in EDUC 102 *Access and Equity in Education*, Objective 4 (Tab 8) and EDTE 230A *Fundamentals of Teaching Practice*, Objective 5 (Tab 9).
- (v) Support and resource roles for family are discussed in EDTE 230A *Fundamentals of Teaching Practice*, Objective 5 (Tab 9) and candidates reflect on the role of family in EDUC 102 *Access and Equity in Education*, Objective 1 and accompanying assessment (Tab 8).

Candidates begin to apply these concepts and strategies in EDTE 230F *Teaching Practicum I* as they observe students and interview teachers in diverse settings, Objective 3, 9 (Tab 14) and EDTE 230S *Teaching Practicum II*, Objective 3, 7 and requirement 7 (Tab 17).

Element 10(b) Through planned prerequisite and/or professional preparation, each candidate 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.

The SS Program rationale emphasizes the role of education in a democracy and promotes democratic educational practice. Candidates are first exposed to major concepts, principles, and values of democracy and democratic practices in EDUC 100, *Democracy and Public Schooling in America*, Objectives 1, 2, 3, 5, 8 (Tab 7). In EDUC 102 *Access and Equity in Education*, candidates continue to evaluate the democratic nature of public schooling as they explore barriers limiting student access to education and programs and practices that provide access and promote social justice, Objective 2, 4, and 5 (Tab 8). Candidates apply their understandings throughout coursework in Block 3 such as EDTE 230A *Fundamentals of Teaching Practice*, Objective 4-6 and Accompanying Assessment, (Tab 9); EDTE 230D *Subject Area Pedagogy I*, Objectives 2-4 and Accompanying Assessment, (Tab 12); EDTE 230G *Subject Area Pedagogy II*, Objectives 2-4 and Accompanying Assessment; EDTE 230R *Applications for Democratic Education*, Objectives 1, 4, 5, 7 and 9 as well as in EDTE 230F *Teaching Practicum I* Objectives 3, 4, and 9 (Tab 14), and EDTE 230S *Teaching Practicum II*, Objective 4-6 and 8 (Tab 17)

Element 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 contribute to a healthy environment for learning, with emphasis on:

- (i) *the health status of children and youth, its impact on students' academic achievement and how common behaviors of children and adolescents can foster or compromise their health and safety;*

- (ii) *common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school;*
- (iii) *effective strategies for encouraging the healthy nutrition of children and youth; and*
- (iv) *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.*

Candidates learn about the concepts of Element 10(c) primarily in HCSV 261 *Adolescent Health for Secondary Teachers*, Objectives 1, 4, 5, 6, 8, 9, 12, 16 (Tab 19). They begin applying these concepts and strategies in through structured observations and interviews in EDTE 230F *Teaching Practicum I*, Objectives 2 and 4; Field Journal Reflections, Topic #9, School Personnel, School Nurse (Tab 14). As they progress through EDTE 230S *Teaching Practicum II*, Objectives 3 and 7 (Tab 17), candidates continue to apply this understanding.

Element 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.

Learning about and practicing strategies and techniques for crisis prevention and conflict management and resolution occurs in EDTE 230A *Fundamentals of Teaching Practice* through Objectives 4 and 6 and through the Powell text, Chapters 4-6, (Tab 9). Candidates apply this understanding in EDTE 230F *Teaching Practicum I*, Objective 1 and in Field Journal Reflections, Topic #5, Classroom Organization and Management (Tab 14), and EDTE 230S *Teaching Practicum II*, Objective 7 (Tab 17).

Element 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.

Candidates begin to learn about the range of school and community services in HCSV 261 *Adolescent Health for Secondary Teachers* (Tab 19), EDUC 102 Objectives 4 and 5 (Tab 8), EDTE 230A Objective 5 (Tab 9), and EDTE 230E *Teaching Special Populations*, Objectives 2 (Tab 13). Opportunities for learning related to Element 10(e) continue in EDTE 230F *Teaching Practicum I*, Objective 9 (Tab 14). Issues of health and school safety are also discussed as questions arise from candidates' structured observations in this first practicum. Cluster Group Meetings (groups of student

teachers at one school or from nearby schools) allow candidates, supervisors and school officials to discuss school operational issues such as those in Standard 10.

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.

Element 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 fieldwork sequence.

Program Standard 11 is supported by Candidate Outcome 3 (see page 2). Concepts, principles, theories and research related to the cognitive, social, emotional and physical development of children and adolescents are learned in PSY 214 *Psychology for Teachers* Objectives 1, 5, 6-8 (Tab 18). and EDTE 230E *Teaching Special Population*, Objective 1, 4, 7 (Tab 13). Related linguistic concepts, principles, theories and research are presented in ENGL 232 *Theory and Practice of Second Language Acquisition*, Objectives 1 and 4 (Tab 20), Candidates use this knowledge to create learning opportunities that support student development, motivation and learning in EDTE 230A *Fundamentals of Teaching Practice*, Objectives 1, 2, and 4 (Tab 9); EDTE 230C *Literacy Development*, Objectives 2, 3, 4, 6, and 8 (Tab 11); EDTE 230D *Subject Area Pedagogy I*, Objectives 2-4 and Accompanying Assessment; and EDTE 230G *Subject Area Pedagogy II*, Objectives 2-4 and Accompanying Assessment; and EDTE 230R *Applications for Democratic Education*, Objective 4 (Tab 16), and

In EDTE 230E *Teaching Special Populations*, Objective 6 (Tab 13), candidates demonstrate their understanding of theoretical concepts by planning and delivering best practice instruction to students with special needs. Other opportunities for candidates to create student development, motivation and learning include: EDTE 230F *Teaching Practicum I*, Objectives 4, 6, 7 and 9 (Tab 14), and EDTE 230S *Teaching Practicum II*, Objective 3-7, Course Requirement #2 (Tab 17).

Element 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.

Candidates learn concepts, principles and research associated with theories of human learning and achievement in PSY 214 *Psychology for Teachers*, Objectives 1-3, 8 and 9 (Tab 18). Planning and delivery of instruction that relies on this knowledge occurs in EDTE 230R *Applications for Democratic Education*, Objective 7 (Tab 16) and in all courses referred to in Element 11(a) above.

Fieldwork in designing, planning, and delivering instruction is also referred to in Element 11(a)

Element 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.

Learning focused on social, cultural and historical foundations occurs in EDUC 100 *Democracy and Public Schooling in America*, Objectives 3 and 8, (Tab 7), and EDUC 102 *Access and Equity in Education*, Objective 3 (Tab 8). Candidates draw on these foundations as they make instructional planning, teaching and assessment decisions throughout the program. See EDTE course syllabi, especially for EDTE 230D *Subject Area Pedagogy I*, Objectives 2-4 and 8 and 9; EDTE 230G *Subject Area Pedagogy II*, Objectives 2-4 and 8 and 9 and the Plan-Teach-Assess-Reflect Cycle emphasized in EDTE 230F *Teaching Practicum I*, Objectives 2, 8, 9 (Tab 14), and EDTE 230S *Teaching Practicum II*, Objectives 1, 3, 4, 6, 7, (Tab 17).

Program Standard 12: Professional Perspectives Toward Student Learning and The Teaching Profession

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 coursework and fieldwork, 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.

Element 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.

Study related to Element 12(a) supports Candidate Outcomes 2, 3, 5, 6, and 7 (see page 2) and occurs primarily in EDUC 100 *Democracy and Public Schooling in America*, Objectives 4 and 6 (Tab 7), EDUC 102 *Access and Equity in Education*, Objective 4 and 5 (Tab 8); EDTE 230A *Fundamentals of Teaching Practice*, Objective 7, and EDTE 230R *Applications for Democratic Education*, Objective 5, 8, 10, 11 and Accompanying Assessments (Tab 16).

Candidates continue learning and practice professional responsibilities in EDTE 230F *Teaching Practicum I*, Objective 11 (Tab 14); EDTE 230G, *Subject Area Pedagogy II*, Objective 9; and EDTE 230S *Teaching Practicum II*, Objective 11 (Tab 17).

Element 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.

Candidates learn about the relationship between background characteristics and inequities in US schooling in EDUC 102 *Access and Equity in Education*, Objectives 3, 4 and 5 (Tab 8). They learn about relationships between teacher expectations and student achievement primarily in PSY 214 *Psychology of Teaching*, Objectives 2, 3 and 8 (Tab 18) and EDTE 230A *Fundamentals of Teaching Practice*, Objectives 4-6 (Tab 9).

Element 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.

The importance of challenging students to set and meet high academic expectations is primarily addressed in EDTE 230A *Fundamentals of Teaching Practice*, Objective 4 (Tab 9). Candidates learn how to use multiple sources of information, including qualitative and quantitative data, to assess students' existing knowledge and abilities begins as early as Block 2 with English 232 *Theory and Practice of Second Language*, Objective 2 and Assessment 1. This understanding is further practiced in EDTE 230C *Literacy Development* Objectives 9-11, Assessments 1 and 2 (Tab 11) and applied to instructional planning in EDTE 230D *Subject Area Pedagogy I* (Tab 12) and EDTE 230G *Subject Area Pedagogy II* (Tab 15), Objectives 5-7 and accompanying Assessment, regarding the analysis of information and disaggregated data from a variety of types of diagnostic, formative and summative assessments.

Planning for instruction that meets ambitious learning goals is reinforced throughout SS Program fieldwork and should be especially noted throughout EDTE 230F *Teaching Practicum I*, (Tab 14), and EDTE 230S *Teaching Practicum II*, Objectives 1, 9, 10 (Tab 17) in regard to the Plan-Teach-Assess-Reflect cycle. Supervisors observe candidates' ability to assess students' abilities and use the results of this assessment to guide and inform planning (Tab 24).

Element 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.

Candidates learn why and how to consider students' prior knowledge, experiences, abilities and interests as they plan academic instruction in PSY 214 *Psychology of Teaching*, Objectives 1-6 (Tab 18) EDTE 230A *Fundamentals of Teaching Practice*, Objective 5 (Tab 9), EDTE 230C *Literacy Development*, Objective 2, 3, 4, and 8 (Tab 11), and EDTE 230R *Applications for Democratic Education*, Objective 3 and 7 (Tab 16).

Candidates practice maximizing learner achievements in EDTE 230F *Teaching Practicum I*, Objectives 2 and 4 (Tab 14), and EDTE 230S *Teaching Practicum II*, Objectives 3, 6, and 7 (Tab 17).

Element 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.

Element 12(e) is addressed throughout the SS Program, but primarily in PSY 214 *Psychology for Teachers*, Objectives 1-9 (Tab 18), EDUC 102 *Access and Equity in Education*, Objective 4 (Tab 8), EDTE 230A *Fundamentals of Teaching Practice*, Objective 2 (Tab 9). Cluster group meetings, structured observations, interviews and extensive work in schools during teaching practica reinforce the professional role that teachers have in advancing each student's academic achievement.

Element 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.

Although SS candidates have several opportunities to work with peers, teachers and adults on collaborative, collegial planning while in the program, EDTE 230R, *Applications for Democratic Education*, Objective 8, 9 and accompanying Assessment (Tab 16) emphasizes the benefits and methods of collaborative work through the design of a standards-based thematic interdisciplinary instructional unit.

In EDTE 230F collegial work continues into teaching practica with cooperating teachers and peer colleagues as all candidates are required to team teach a lesson with a cooperating teacher (see Field Schedule, Tab 14).

Program Standard 13: Preparation to Teach English Learners

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

The response to Program Standard 13 is being reviewed through the AB 1059 review process.

Standard 14: Preparation to Teach Special Populations in the General Education Classroom

In the professional teacher preparation program, 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. Each candidate learns about the role of the general education teacher in the special education process. Each candidate demonstrates basic skill in the use of differentiated instructional strategies that, to the degree possible, ensure that 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.

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

Program Standard 14 relates directly to Candidate Outcomes 3, 5, and 6 (see page 2). Candidates learn about major categories of disabilities in EDTE 230E *Teaching Special Populations*, Objective 1, (Tab 13).

Element 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.

Components of this element are met in EDTE 230E *Teaching Special Populations*, Objective 2, (Tab 13).

Element 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.

Element 14(c) is addressed primarily EDTE 230E *Teaching Special Populations*, Objective 4 (Tab 13). Assessing Language abilities is also addressed in EDTE 232, Objective 2, (Tab 20) EDTE 230C *Literacy Development*, Objectives 3, 5, 9, 10 and 11 (Tab 11). In EDTE 230 F *Teaching Practicum I*, Objectives 1, 9 and Field Journal Reflections, Topic #9, Personnel, ELD Teacher, Resource Specialist (Tab 14).

Element 14(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.

The candidate learns to meet the needs of special populations in the general education classroom primarily in EDTE 230E *Teaching Special Populations*, Objective 5 (Tab 13). The program also addressed this element in EDTE 230B *Teaching with Technology*, Objectives 4 and 9 (Tab 10). Program courses that address differentiated instruction and require the Universal Access Plan reinforce candidates' understanding of selection and use of appropriate materials in EDTE 230C *Literacy Development*, Objectives 2, 3, 4, 6 (Tab 11), and EDTE 230R *Applications for Democratic Education*, Objective 8 (Tab 16). Candidates practice differentiated instruction in EDTE 230F *Teaching Practicum I*, Objectives 2, 3, 4, 5, 8 (Tab 14) and EDTE 230S *Teaching Practicum II*, Objective 10 (Tab 17).

Element 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.

Candidates learn about planning differentiated instruction in EDTE 230E *Teaching Special Populations*, Objective 6 (Tab 13), EDTE 230A *Fundamentals of Teaching Practice*, Objective 2 (Tab 9) in which the Universal Access Page is introduced. Differentiated instruction continues to be required in all Block three courses where the Universal Access Plan is required:

EDTE 230C *Literacy Development*,
EDTE 230D *Subject Area Pedagogy I*
EDTE 225G *Subject Area Pedagogy II*, and

EDTE 230R *Applications for Democratic Education,*

Candidates have opportunities to practice providing access to the core curriculum for special needs students in EDTE 230F *Teaching Practicum I*, Objectives 2, 3, 4, 5 and 8 (Tab 14) and EDTE 230S *Teaching Practicum II*, Objectives 3 and 4 (Tab 17).

Element 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.

Candidates learn to know when and how to address issues of social integration for students with special needs in EDTE 230E *Teaching Special Populations* Objective 7 (Tab 13), EDTE 230A *Fundamentals of Teaching Practice*, Objectives 5 and 6 (Tab 9). Candidates apply knowledge of social integration by creating positive physical and social environments in EDTE 230S *Teaching Practicum II*, Objective 7 (Tab 17).

Category D Supervised Fieldwork in the Program

Program Standard 15: Learning to Teach Through Supervised Fieldwork

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 fieldwork sequence (1) extends candidates' understanding of major ideas and emphases developed in program and/or prerequisite coursework, (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.

The SS Program values significant supervised and guided experiences in schools as an essential component in preparing Single Subject teachers. Supervised school experiences within the SS Program are managed through two university courses, EDTE 230F *Teaching Practicum I* and EDTE 230S *Teaching Practicum II*. Teaching practica are to be completed sequentially within Block 3 of the SS Education Block System. (Candidates are admitted to the SS Program after successfully completing Education Block System requirements for Block 1 that include an Introductory School Experience that meets the Secondary Subject Matter Standards. In Block 2 candidates complete courses that provide educational foundations in a democracy, and begin to prepare them in secondary curriculum and instruction, technology and teaching English learners.)

EDTE 230F *Teaching Practicum I* is ten weeks of full-time (full-day, five days per week) experience; EDTE 230S *Teaching Practicum II* is fifteen weeks of full-time experience in the K-12 school. Assignments to teaching practica are arranged through the SS Placement Director, who also assigns each candidate to a cluster group for peer support and discussion. Daily supervision, guidance and assessment are provided by an SS cooperating teacher. A trained university supervisor also observes, assesses, guides and supports the candidate and cooperating teacher. The *Professional Education Programs Handbook* (Tab 5) is a primary source of information for candidates, university supervisors, and K-12 school personnel. It provides information on responsibilities, expectations, requirements, policies and procedures for all aspects of the program, as well as forms and checklists for use in the program.

For intern candidates, *Teaching Practicum I* and/or *II* are completed in the employed SS teaching position held by the candidate. Placement in such a position is based largely on an employment

decision by the school district and candidate qualifications for the California Intern Credential. A local support teacher is assigned to provide daily, on-site supervision, guidance and assessment. The assigned university supervisor role is the same as for a student teacher. The *Professional Education Programs Handbook* (Tab 5) provides detailed information about the Intern Program.

Teaching Performance Assessment Task #2 (Tab 4) is administered during *Teaching Practicum I*. Tasks 3 and 4 are administered during *Teaching Practicum II*.

Element 15(a) During the supervised fieldwork sequence, all candidates plan and practice multiple strategies for managing and delivering instruction that were introduced and examined in program and/or prerequisite coursework. As part of the sequence, all candidates complete individual assignments and group discussions in which coursework-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.

During EDTE 230F *Teaching Practicum I* and EDTE 230S *Teaching Practicum II* candidates have numerous opportunities to plan and practice multiple strategies for managing and delivering instruction. See syllabi for EDTE 230F (Tab 14) and EDTE 230S (Tab 17) to review Objectives and Course Requirements. See especially Objectives 2, 4, 5, 6, 8, 11 and 14 in EDTE 230F and Objectives 2, 3, 4, 5, 9, 10, 12 in EDTE 230S. Course requirements show that candidates complete individual teaching assignments, that they are observed formally and informally by cooperating teachers and university supervisors, and that these observations result in feedback, guidance and support for improvement.

At specific points in teaching practica, three-way conferences are held among the candidate, cooperating teacher and university supervisor for the purpose of a group discussion on candidate progress, identification of areas for improvement and planning for improvement in teaching performance, as well as review of candidate effectiveness in applying teaching strategies in relation to California academic content standards, curriculum frameworks, and student needs interests and accomplishments.

Each candidate is assigned to a Cluster Group. Cluster groups consist of candidates in both *Teaching Practicum I and II*, assigned to a single school or to schools geographically near to each other. Cluster groups bring candidates and university supervisors (and optionally cooperating teachers and other university faculty) together to discuss topics related to teaching and practicum experiences that will assist candidates in meeting the TPEs. Intern candidates are assigned to cluster groups with other

SS candidates in their nearby geographic area. For candidates distant from others, technological means may be used to bring cluster group members together, or meetings can be arranged on the CSU, Chico campus.

Element 15(b) During the supervised fieldwork 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.

Opportunities to observe, acquire, and utilize pedagogical knowledge, skills and abilities are provided through the ten-week full-time EDTE 230F *Teaching Practicum I* and fifteen week full-time EDTE 230S *Teaching Practicum II*. Intern candidates complete teaching practica over an entire school year, meeting the same objectives and course requirements as student teachers. Course requirements drawn from objectives for *Teaching Practicum I*, (Objectives 1-8 and 11, Tab 14) and *Teaching Practicum II*, (Objectives 1-10 and 12, Tab 17) show the importance of developing pedagogical knowledge and skills by SS teacher candidates.

Element 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.

Student teacher candidates complete EDTE 230F *Teaching Practicum I* in ten weeks of full-time (full-day, five days per week) experience. EDTE 230S *Teaching Practicum II* is fifteen weeks of full-time experience in the K-12 school. Intern candidates complete teaching practica over an entire school year. All candidates experience all phases of the school year, including school start-up.

Student teacher candidates experience working in at least two different grade levels (at least one in public school). All candidates also gain experience with students of linguistic backgrounds different from their own and have classroom experiences with a variety of students including special education students who are mainstreamed. Candidates are placed during at least one teaching practicum in an identified classroom where they must provide guided instruction to second language learners and implement English Language Development and Specially Designed Academic Instruction in English strategies. For more detail, see the Teaching Practicum section of the *Professional Education Programs Handbook* (Tab 5).

Intern candidates complete most teaching practica requirements in their employed positions; however, when significant experience teaching English learners is not available in that setting, the program assigns the intern candidate to a linguistically diverse classroom in which they teach under the guidance of an experienced, appropriately credentialed cooperating teacher.

Element 15(d) The structured sequence of supervised fieldwork 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.

The formal process for determining readiness of the candidate for advancement to daily responsibility for whole-class instruction includes completion of a final evaluation by both the cooperating teacher and university supervisor and an exit interview and portfolio review conducted by SS faculty and supervisors. Through this process, each candidate's strengths and areas for improvement towards meeting course objectives and showing competence in the TPEs, are reviewed and recorded.

Candidates observe, discuss, reflect on and participate in important aspects of teaching, and teach individual students and groups of students throughout Block 1, 2 and 3 of the SS Program before being given daily responsibility for whole-class instruction. Course requirements, the Teaching Portfolio, and activities in teaching practica engage candidates in these experiences before assuming responsibility for whole class instruction.

Candidates observe in a wide variety of K-12 classrooms and participate in at least two classes during the SS Program. Teaching practica placements are made in two classes, differing by either grade level or subject. If the practicum placement is not made at a school that has been classified as hard-to-staff and/or under-performing, arrangements are made for the candidate to complete part of the practicum in such a setting. Prior to admission to the SS Program candidates complete an Introductory School Experience in a K-12 classroom, usually different from a teaching practicum placement classroom.

Element 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.

The SS Program follows placement procedures for teaching practica so that candidates are assigned in at least two different grade levels and/or classes within the subject area (at least one in public school).

Element 15(g) The sponsor of a program with supervised internship teaching collaborates with the cooperating local education agency(ies) in designing (1) site-based supervision of instruction during each intern's period of daily teaching responsibility and (2) a structured sequence of supervised fieldwork that includes planned observations, consultations, reflections and individual and small-group teaching opportunities, as needed, prior to or concurrent with the intern's advancement to daily responsibility for whole-class instruction in the program. In addition, when an intern is the teacher of record, each intern observes and/or participates in the instruction of students in settings and grade levels different than the regular assignment.

Intern candidates complete most teaching practica requirements in their employed positions. For each intern, the school district and the university enter into an agreement through a Memorandum of Understanding that specifies the minimum amount of guidance and assistance to be provided by each member of the support team. A qualified local support teacher is assigned by the school district to provide site-based supervision during the intern's period of daily teaching responsibility. The Intern Program requires that the local support teacher observe the intern weekly during the first month of employment and monthly thereafter for the term of the intern assignment.

Intern candidates complete the same *Teaching Practicum I and II* requirements as other SS candidates. Objectives and requirements are in course syllabi at Tabs 14 and 17. The SS program requires the intern candidate to experience teaching in at least two different classes, differing in grade level or in content within the discipline. The program assigns the interns to a classroom with significant numbers of English learners in which they teach under the guidance of an experienced, appropriately credentialed cooperating teacher, if the intern's employment classroom does not provide sufficient experience with English learners.

Program Standard 16: Selection of Fieldwork Sites and Qualifications of Field Supervisors

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.

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

Collaboration between the university, local school and district administrators, and teachers is essential to the Single Subject Program. Major components -- observation in classrooms, introductory planning and teaching, and extended teaching practica -- are conducted in public schools and, for effectiveness and success, require the daily guidance and participation of cooperating teachers and school administrators.

The SS Program maintains close working relationships with schools in the service area of CSU, Chico through the SS Placement Director. Working with school district personnel, the Placement Director has identified school sites where the state-adopted academic core curriculum is being effectively implemented, the student population reflects linguistic and cultural diversity appropriate for teachers being prepared to teach English learners, there is a core group of appropriately credentialed cooperating teachers interested in working with the SS Program, and there is an interest in applying democratic educational practices.

In the few cases in which placements are made in private schools, the curriculum of that school is reviewed for equivalence with the state-adopted academic core curriculum.

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

Teachers for the cooperating teacher pool are sought annually through an information-gathering process. Potential cooperating teachers complete an application that provides information about their teaching credentials, teaching experiences, and recent professional development activities. Additionally, the potential cooperating teacher must obtain a recommendation rating their qualifications as a cooperating teacher from their site principal.

When teaching practica placements are made, the Placement Director works with school district administrators, following procedures determined in consultation with each district, to identify exemplary cooperating teachers from the Cooperating Teacher Pool for assignment of student teachers. Records are maintained to ensure that at least one placement for each student teacher is in a classroom that will provide significant experience with English learners and one placement is in a low-performing and/or hard-to-staff school. Placement sites and cooperating teachers are reviewed regularly for appropriateness and effectiveness by the SS Placement Director and school administrators.

Element 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 supervising 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.

sup

Criteria and selection procedures for cooperating teachers are included in the *Professional Education Programs Handbook* (Tab 5), and in application forms for potential cooperating teachers distributed to schools.

Cooperating teachers meet the following qualifications:

- Have at least three years of successful K-12 teaching experience;
- Hold a valid California teaching credential for the subject and services they are providing;¹¹
- Be recognized by their site principal as an effective teacher (including literacy instruction in the content areas) who has the potential for, or demonstrated competence as a cooperating teacher;
- Understand the aims, structure and procedures of the SS Program; and

¹¹ Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified.

- Demonstrate willingness to work with Department of Education faculty via orientation sessions, cooperating teacher annual conference, three-way conferences, and ongoing communication.

These qualifications are consistent with the responsibilities and expectations the SS Program has of cooperating teachers as published in the *Professional Education Programs Handbook*:

Cooperating teachers provide supervision, guidance and instruction for candidates, and they regard the program as a gradual introduction to teaching for the candidate. Your cooperating teacher will:

- Demonstrate effectiveness as a classroom teacher.
- Become familiar with the Department of Education Multiple or Single Subject Programs.
- Assist you in orientation to the school, curriculum, instructional materials, building, staff, school policies, room policies, students' age level characteristics, and special problems of individual students, including mainstreamed students, English language learners, and students with various cultural backgrounds.
- Succinctly and clearly inform you about the type of assistance expected in sharing responsibilities and provide you with a work space.
- Aid you in developing rapport with students.
- Direct you to resources useful in teaching.
- Assist you in initial planning, and confer with you regularly throughout Teaching Practicum I or Teaching Practicum II concerning diagnosis, planning, evaluation, grading, and other classroom and instructionally related matters.
- Provide consistent, constructive critiques of your performance.
- Encourage you to show initiative and creativity in trying innovative approaches to instruction.
- Join your university supervisor in making suggestions for your improvement throughout the classroom experience.
- Observe and evaluate your presentations and provide ongoing oral and written feedback. (see Observation Forms on page 22 & 23)
- Meet with you and your university supervisor for scheduled three-way conferences.
- Write your final candidate evaluation.
- Assist the program by evaluating the university supervisor.

Local support teachers for intern candidates meet the same qualifications as cooperating teachers.

Element 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.

It is a policy of the Department of Education that all cooperating teachers must hold a valid California teaching credential for the subject and services they are providing. Cooperating teachers providing instruction for English learners must be appropriately credentialed or certified. Information on cooperating teacher qualifications is maintained in our Cooperating Teacher Pool.

Element 16(e) Program sponsors and cooperating school administrators enable supervising 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 student teachers and intern teachers.

The Department of Education holds an Annual Cooperating Teacher Day Conference that has proven extremely valuable in conducting face-to-face dialogue focused on program information, program improvement, and for assisting cooperating teachers in improving their understanding and skills in guiding student teachers. About 150 cooperating teachers attend this event each year. The Department of Education covers the costs of informational materials, meals, mileage, and substitute teachers. The program includes agenda items from the list in Element 16(e) as well as sessions for suggesting program improvements and sessions on education for democracy. This event has been valuable each year for the networking between cooperating teachers and Department of Education faculty and staff, and for communication about the rationale-based, outcomes-driven, quality Single Subject Program we strive to provide. A similar annual program is offered for local support teachers and intern supervisors called the Intern Support Teacher Workshop.

Element 16(f) Individuals selected to provide professional development to supervising teachers (1) are experienced and effective in supervising credential candidates; (2) know and understand current educational theory and practice, the sponsors' expectations for supervising 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.

Individuals who provide professional development at the Annual Cooperating Teacher Conference (and Intern Support Teacher Workshop) include Department of Education faculty, distinguished teachers in residence (district teachers who work for the department), and experienced cooperating teachers. All presenters, to date, have been experienced K-12 teachers, many with years of experience supervising credential candidates, and knowledgeable of items 2 – 4 of Element 16(f) which are represented throughout the SS Program.

Element 16(g) In consultation with cooperating school and district administrators, program sponsors communicate to all fieldwork participants, orally and in writing, the clearly-defined roles and responsibilities of candidates, institutional supervisors, and supervising teachers in the supervised fieldwork 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.

Each SS Program participant receives a copy of the *Professional Education Programs Handbook* (Tab 5). It is a primary source of information for candidates, university supervisors, and K-12 school personnel. The handbook provides information on responsibilities, expectations, requirements, policies and procedures for all aspects of the program, as well as copies of evaluation forms and checklists for use in the program. Procedures for candidate remediation and program dismissal, if needed, are briefly reviewed in the handbook with a contact for additional information.

Cooperating teachers (and local support teachers for intern candidates) are oriented to their role through early semester three-way conferences among the university supervisor, cooperating teacher, and candidate that include introduction to the teaching practica expectations, and discussion of the responsibilities of the candidate, cooperating teacher, and university supervisor, and information in the handbook.

Program Standard 17: Candidate Qualifications for Teaching Responsibilities in the Fieldwork 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.

Element 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.

Responsibility for daily, whole-class instruction occurs in EDTE 230S *Teaching Practicum II* for SS student teachers. It is a local policy that all student teachers shall have passed CBEST and met California subject matter requirements prior to beginning *Teaching Practicum II*. For intern candidates, who hold positions as teacher of record during EDTE 230F *Teaching Practicum I*, we require that they have passed CBEST and can verify at least four fifths of the state subject matter requirement. The SS Program requires that interns meet the state subject matter requirement prior to the time they enter *Teaching Practicum II*.

In order to track candidates and requirements, Department of Education staff maintain data files that allow regular checks and follow-up with candidates.

Element 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.

A review of each candidate's fundamental ability to teach in the major domains of the Teaching Performance Expectations is one of the purposes of Course Requirements 11 and 12 in EDTE 230F *Teaching Practicum I*, which provide SS faculty, supervisors and cooperating teachers the opportunity to review and record candidate strengths and areas for improvement towards meeting course objectives and showing competence in the TPEs, (all areas of improvement will be recorded and a plan and timeline for improvement will be developed). See syllabus for EDTE 230F at Tab 14.

Program Standard 18: Pedagogical Assignments and Formative Assessments During the Program

As each candidate progresses through the program of sequenced coursework and supervised fieldwork, pedagogical assignments and tasks are increasingly complex and challenging. During the program, the candidate's pedagogical assignments (1) address the Teaching Performance Expectations (TPEs) 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 TPEs. The candidate receives complete, accurate and timely performance feedback and suggestions for improved practice, as needed.

Element 18(a) During the supervised fieldwork 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 SS Program emphasizes that teaching practica are a gradual introduction to teaching for the credential candidate. Course syllabi for EDTE 230F *Teaching Practicum I* (Tab 14) and EDTE 230S *Teaching Practicum II* (Tab 17) show that expectations and requirements for candidates become increasingly complex. It is typical for candidate responsibilities in the classroom to grow from observation and aiding type tasks to more and more teaching responsibilities. This gradual increase in complexity is also reflected in the TPE Rubrics we have developed to communicate target behaviors for each TPE. Teaching practica for intern candidates are explained through the same course syllabi and rubrics.

Element 18(b) In the supervised fieldwork 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.

This document provides a response only to Standards and Elements applicable to the SS Program.

Element 18(c) In the supervised fieldwork sequence, the pedagogical assignments and tasks of Single Subject Teaching Credential candidates address: (1) the full range of TPEs as they apply to and/or are used in the teaching of major subdivisions of the subject to be authorized by the credential, and (2) the major domains of the TPEs as they apply to and/or are used in the teaching of reading, and (3) TPE 7 as it applies to specially-designed academic instruction delivered in English.

In supervised teaching practica the pedagogical assignments and tasks of candidates address items 1 – 3 of Element 18(b). Objectives and requirements for EDTE 230F *Teaching Practicum I* are at Tab 14 and for EDTE 230S *Teaching Practicum II* are at Tab 17.

Element 18(d) By design, pedagogical tasks and assignments in the supervised fieldwork sequence provide opportunities for each candidate to practice performing in relation to the TPEs, and to have her/his performances assessed formatively by one or more supervisors who know and understand the California Standards for the Teaching Profession and are trained assessors of beginning teachers. The formative assessment of each candidate addresses the TPEs as specified in Program Elements (b) and (c).

The objectives and requirements for EDTE 230F *Teaching Practicum I* (Tab 14) and EDTE 230S *Teaching Practicum II* (Tab 17) were developed from the TPEs. Course syllabi reflect this, as do descriptions of practice contained in the TPE Rubrics (Tab 23). Teachers and university supervisors who work with programs of the Department of Education are very familiar with the California Standards for the Teaching Profession. The SS Program that is being remodeled into this SB 2042 proposal was guided by CSTPs as the remodeled program will be guided by TPEs. Cooperating teachers and university supervisors were trained to assess candidate performance on CSTPs, candidates prepared teaching portfolios organized around CSTPs, and many cooperating teachers have experience and training through regional BTSA programs.

The connection to CSTPs will continue through our ongoing connection to BTSA programs. As an example of this connection, the final program evaluation results in the candidate, cooperating teacher and university supervisor creating an Individual Improvement Plan for the candidate drawn from BTSA materials and the BTSA process.

The SS Program assessment system provides many opportunities for candidates to apply the Plan–Teach–Assess–Reflect Cycle. Observations and feedback of teaching performance by candidates guide them in making progress on the TPEs. Embedded, sequentially applied TPA Tasks provide additional opportunities for assessment to be formative and to add to candidate progress in meeting the TPEs. TPE Rubrics serve as an indicator of expectations.

Element 18(e) 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 fieldwork 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 TPEs in Appendix A.

Each SS candidate is assigned a faculty adviser who, along with Department of Education staff, assists the candidate in understanding the program and setting up plans for program progress and completion. At the time candidates are assigned placements for teaching practica, university supervisors are assigned to guide the school experience of each candidate. Supervisors and advisers are knowledgeable of the SS Program and expectations and help assure that candidates are clear on the expectations they must meet and responsibilities they must fulfill.

Course assessments throughout the program and especially course requirements in EDTE 230F *Teaching Practicum I* (Tab 14) and EDTE 230S *Teaching Practicum II* (Tab 17) resemble the locally developed TPA Tasks (Tab 4).

Element 18(f) In the supervised fieldwork sequence, candidates regularly receive performance feedback that addresses the TPEs 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 completed.

University supervisors and cooperating teachers formally and informally observe candidate teaching performance. Formal observations are guided by observations forms designed to help the observer keep the TPEs in mind. See Observation Forms at Tab 24. TPE Rubrics (Tab 23) have been developed to clearly indicate expectations and progress toward meeting TPEs. Supervisors follow a clinical supervision model as closely as they are able. This model typically includes a brief pre-observation conference, the observation, and a post-observation debriefing and reflection session, held soon after the observation.

Element 18(g) Program sponsors and collaborating school administrators provide for frequent consultation among course instructors, program-based supervisors and school-based supervisors in planning candidates' pedagogical assignments and tasks in required coursework and supervised fieldwork.

Consultation among instructors, university supervisors and cooperating teachers is facilitated through a few levels. The Single Subject Faculty Team meets at least eight times each semester (about every

two weeks). All course instructors and university supervisors are invited to attend. These meetings provide a venue to communicate on course and teaching practicum expectations and assignments, including individual candidate progress. In addition, meetings and workshops specifically for supervisors are held at least three times per semester. University supervisors in their visitation schedules confer with each cooperating teacher. They use these opportunities to communicate about program expectations, TPEs, plans for individual candidates' assignments, and concerns and suggestions for program improvements.

Revised 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 Teaching Performance Expectations (TPEs) 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 TPEs using formative assessment processes. Verification of candidate performance is provided by at least one supervising teacher and one institutional supervisor trained to assess the TPEs.

Element 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 assessment, and provided timely feedback on their performance in relation to the TPEs.

The design of the SS Program is structured around professional education courses and teaching practica. Standard objectives and assessments have been designed for each course and will be administered to all candidates regardless of section or courses instructor. These assessments provide practice similar to the embedded TPA Tasks.

Candidates are informed of expectations at Start-Up Day, a specialized, mandatory-attendance orientation to the SS Program; through the Professional Education Programs Handbook (Tab 5) and through clear course syllabi that link objectives and assessments (see syllabi at Tabs 7 through 17). Instructors and university supervisors guide and coach candidates in the completion of formative assessments that prepare them for the summative assessment and provide them with timely feedback.

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

The summative assessment focuses on candidate teaching performance in the classroom. TPA Tasks increase sequentially in complexity. Tasks 2, 3, and 4 are based in actual teaching practice and drawn from and related the TPEs. Task 4 requires the candidate to successfully perform a great portion of the teacher's role during *Teaching Practicum II*. Candidate performance on the summative assessment is evaluated by university supervisors and cooperating teachers who have been trained on our TPA system and understanding of the TPEs.

TPE Rubrics (Tab 23) describing target performance on each TPE have been developed. Candidates, along with their university supervisors and cooperating teachers, use these rubrics to assess candidate performance and assist the candidate in developing an Individual Improvement Plan near the end of *Teaching Practicum II* as part of the MS/SS Program Final Evaluation Form¹² (see form at Tab 6).

Element 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.

To make a recommendation for the Preliminary Level I Single Subject Credential for individual candidates we follow the comprehensive assessment system described below. Assessments are embedded throughout the program. The process to make a recommendation for the credential begins at the end of the semester prior to *Teaching Practicum II*. Results are recorded on the MS/SS Program Final Evaluation Form. Candidates, at any stage, not making satisfactory progress toward a credential recommendation are identified to the program coordinator.

- 1) At the end of the semester prior to Teaching Practicum II a check is made of candidate course grades, program grade point average (GPA), results of TPA Task #2, and early portfolio review. If these are satisfactory including a candidate GPA of 3.0 or better, a Program Final Evaluation Form is prepared for the candidate with a record of these checks. The candidate is enrolled in Teaching Practicum II.
- 2) The candidate successfully completes TPA Task #3 during Teaching Practicum II. This is recorded on the Program Final Evaluation Form.
- 3) The candidate successfully completes TPA Task #4 during the solo teaching period of Teaching Practicum II and a record is made on the Program Final Evaluation Form.

¹² The Program Final Evaluation Form was designed with the assistance of the Regional BTSA/IHE Transition Team, and is similar to the BTSA Individual Improvement Plan Form.

- 4) The candidate completes his or her Teaching Portfolio and attends a final portfolio evaluation meeting. See criteria for portfolio evaluation in the *Professional Education Programs Handbook* at Tab 5. Results are recorded on the Program Final Evaluation Form.
- 5) The candidate attends a Final Review Meeting with his or her cooperating teacher and university supervisor. At this meeting progress in the program is reviewed and the three-way team completes the portion of the Program Final Evaluation Form that sets growth goals similar to the BTSA Individual Improvement Plan. A copy of the form, with university supervisor and cooperating teacher recommendation is submitted to the Single Subject Program.

The SS Program Coordinator and the SS Placement Director review each candidate's MS/SS Program Final Evaluation Form and make a recommendation that is communicated to the candidate in a Finisher Letter (if appropriate) and to the CSU, Chico Credential Analyst.