College of Education
General Education Clear Credential Program

Program Assessment for the California Commission on Teacher Credentialing for continuing accreditation for a program leading to the

Multiple Subject/Single Subject Clear Credential

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Directions for Readers

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program’s response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program’s 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.
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Part I. RESPONSE TO CLEAR CREDENTIAL PROGRAM STANDARDS

Category A

Program Standard 1: Program Rationale and Design

The clear credential program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. The design is relevant to the contemporary and complex conditions of teaching and learning in California classrooms. It provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, preparation of individuals providing support to participating teachers, and program evaluation.

The program design provides purposeful opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes collaborative experiences with colleagues and resource personnel and includes regular and frequent individualized support and assistance to each participant based on systematic formative assessment. The clear credential program collaborates with P-12 organizations to integrate clear credential program activities with district and partner organizations’ professional development efforts.

The California State University Fullerton Clear Credential Program (CSUF CCP) is an online program with local face-to-face support that is designed to serve qualifying multiple and single subject teachers who are employed in districts or sites that do not offer induction programs and with whom the university establishes an agreement. The program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of their P-12 students. Participating teachers enroll in the program through University Extended Education for each of two semesters, although, based on individual needs and progress, they may continue to enroll in the program and receive support for additional semesters (no more than five years total) until all program outcomes are met.

Through their enrollment in the program, the participating teachers complete the EDEL/EDSC 502 course series, for which they earn graduate credit. This course series focuses on preparation and professional development for participating teachers in accordance with the California Standards for the Teaching Profession and utilizes the Formative Assessment for California Teachers (FACT) system. Participating teachers also complete EDEL/EDSC 537: Graduate Studies in Education: Current Issues and Problems, which supports their work in meeting Clear Credential Program Standards 5 and 6 (Category B), is relevant to contemporary and complex conditions of teaching and learning in California schools, and is connected to their local contexts. They earn graduate credit for this course as well, and together with the 502 series may apply up 9 units of credit toward a Master’s Degree in Education at CSU Fullerton. Syllabi are provided in the Appendix.
Support is provided to the participating teachers by carefully selected, trained, and paid onsite, experienced teacher Support Providers as well as the EDEL/EDSC 502 series instructor who serves as a mentor and guides participating teachers through the program. Participating teachers also receive support from program peers with whom they communicate and collaborate in an online environment.

A faculty member in the College of Education at CSUF, who is knowledgeable about teacher preparation and induction in California, serves as coordinator of the program. This individual oversees program admission, advisement, and training of onsite Support Providers and course instructors; communicates regularly with all stakeholders, including the CSUF College of Education faculty, CSUF University Extended Education, and participating districts; establishes Memoranda of Understanding with districts; convenes the advisory board; monitors online materials and program compliance; verifies participating teachers’ program completion; and oversees program evaluation. A detailed description of the coordinator’s role and responsibilities is provided in the Appendix.

The CSUF CCP program provides purposeful opportunities for application and demonstration of pedagogical knowledge. Participating teachers’ work is deeply grounded in their classroom, school, and community contexts, and opportunities to meet clear credential program standards 5 and 6--under the guidance of their EDEL/EDSC 537 course instructor--include professional development experiences at their sites and in their districts and larger educational communities and collaborative experiences with colleagues including resource personnel. Figure 1 in the Appendix displays the participating teacher’s journey through the CSUF CCP.

List of Appendices
- EDEL/EDSC 502 syllabi
- EDEL/EDSC 537 syllabi
- Coordinator role and responsibilities
- Participating teacher’s journey through the CSUF CCPP
Program Standard 2: Communication and Collaboration

The clear credential program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to a clear credential program by building upon and providing opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The clear credential program collaborates regularly with partner school and/or district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services or other personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the clear credential program and administrators establishes a professional, educational community, ensuring structures that support the activities of the program and coordinating additional site/district professional development opportunities. Programs communicate with site/district administrators regarding the importance of new teacher development and working conditions that optimize participating teachers’ success. In order to effectively transition the new teacher from induction to the role of professional educator the program communicates with site administrators regarding effective steps to ameliorate or overcome challenging aspects of teachers’ work environments.

Because the California State University Fullerton Clear Credential Program (CSUF CCP) Sponsor has preliminary preparation programs for both multiple and single subject credential candidates, we possess deep working knowledge of the requirements and operations of preliminary preparation programs. Further, we participate in efforts to communicate with other preliminary programs in the State through attendance at meetings (such as Deans’ meetings and Admissions Coordinator meetings). We are also participants in organizations such as Orange County Teacher Preparation-Induction Collaborative. We work with organizations and districts through our many funded projects such as the North Orange County BTSA Induction Program and Teacher Recruitment Project. Thus, our work with teachers and organizations across the full spectrum of teacher preparation positions us well to guide participating teachers through the phases of teacher preparation from initial certification through the clear credential, and should they desire, through graduate study.

Participating teachers work with 502 instructors to build clear credential program experiences upon the foundation of their initial preparation experiences. During the Formative Assessment for California Teachers Module entitled Assessment of Teaching and Learning, the 502 instructor and participating teacher discuss sources of evidence (such as TPA scores and portfolio entries) from their initial preparation program and assess the participating teacher’s current level of knowledge and skill related to the CSTP and outcomes of CCP Standards 5 and 6. Clear credential program activities are planned to move the participating teachers from current skill levels to more advanced levels based on initial assessments.

Collaboration between the university and participating local educational agencies is built into the structure of the CSUF CCP. Each participating district has a liaison to the program. Although it is likely
that liaisons work in Human Resource departments, districts select the liaison based on appropriateness for the local context. The liaison works direction with the CCP Program Coordinator. The liaison determines and certifies candidate eligibility and works with the CCP Program Coordinator to maintain ongoing knowledge of CCP program requirements, operations, and completion requirements. The liaison and other district personnel are encouraged to give ongoing feedback about the CCP’s structure and operations.

The participating teacher’s site administrator also collaborates with the CCP program coordinator. The site administrator assists in Support Provider selection, supports the participating teacher’s orientation to the site (FACT Module: Context for Teaching and Learning), and suggests site- and local professional development opportunities that align with district and site priorities and the participating teacher’s goals and needs.

Both the site administrator and the district liaison participate in an online CCP orientation (which includes information about the roles and related responsibilities of program personnel along with information about overcoming challenging working conditions for participating teachers). The Coordinator also shares information with the site administrator regarding teacher development and the transition to professional educator. The program coordinator communicates with the site administrator at least once per semester to discuss the participating teacher’s progress (as consistent with expectations for confidentiality), to troubleshoot regarding potentially challenging working conditions, to share program developments, and to elicit feedback regarding the program.

Further, the CSUF CCP has an advisory board comprised of University personnel and district participants, including BTSA Induction Program Directors, Human Resources Directors, Support Providers, and participating teachers. Because the CCP is intended to serve teachers all over California through its online format, advisory board meetings are held electronically using tools such as Skype or Google Talk.
Program Standard 3: Support Provided to Participating Teacher

The program selects, prepares, and assigns individual(s) to provide support to participating teachers using well-defined criteria consistent with the assigned responsibility in the program.

The program provides initial and ongoing professional development to individuals supporting participating teachers to ensure they are knowledgeable and skilled in their roles. The program ensures ongoing and regular support to meet the individual needs of the participating teacher. The program leadership ensures that those providing support are knowledgeable and skillful in mentoring, the California Standards for the Teaching Profession, Effective Teaching Standards (Category B of the Clear Credential Program Standards), as well as the appropriate use of the instruments and processes of formative assessment.

The program has defined criteria for assigning individual(s) providing support to participating teachers in a timely manner. Clear procedures are established for adjusting support when there is evidence from the participating teacher or the program that support is ineffective. The program regularly assesses the quality of services provided by those who support participating teachers. The program leaders provide formative feedback on their work, retaining only those who meet the established criteria.

All participating teachers receive at least three layers of support in the CSU Fullerton Clear Credential Program: They are provided an onsite, experienced teacher Support Provider in the employing district or local site, they are assigned the EDEL/EDSC 502 series course instructor, and they participate in a cohort of participating teachers who can serve as support for each other over the course of the program.

Experienced Teacher Support Provider

The CSUF Clear Credential Program (CCP) coordinator initiates contact with each employing district or local agency soon after participating teachers are determined to be eligible for the program and prior to the start of the program. The coordinator invites district- and site-level administrators to participate in a brief online orientation to the program, which includes a discussion of the role and responsibilities of an onsite, experienced teacher Support Provider. The coordinator and district collaboratively select the Support Provider, who is generally a teacher at the same grade level or teaching the same content area. Exceptions to an onsite match may be made in the following instances: 1) the participating teacher is the only teacher at the site teaching the subject matter (e.g., instrumental music at a middle school) and an off site match is deemed to be more appropriate, 2) the district recommends a recently retired teacher to serve as the Support Provider, or 3) the district utilizes teachers on special assignment to support new teachers.

Selection criteria for the experienced teacher Support Provider are as follows:

- evidence of willingness to work with a participating teacher
- match in grade level (elementary) or content area (middle school and high school)
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in the field
- evidence of ability to communicate well and work with people in a supportive capacity
• record of commitment to meeting professional obligations (i.e., district personnel have evidence indicating that the teacher is likely to fully participate in training, support, and assessment activities)
• a minimum of three years of teaching experience

Responsibilities of the Support Provider include the following:
• acquaint the participating teacher with school, district, and community resources
• introduce or ensure that the participating teacher has been introduced to staff and support personnel at the site
• ensure that the participating teacher has information about and access to materials at the site and in the district
• assist the participating teacher in completing FACT Module Context for Teaching and Learning
• assist the participating teacher in additional FACT Modules, as requested
• support the participating teacher’s self assessment efforts, including conduct two formal observations of the participating teacher and share observation data with the participating teacher
• provide general support, such as be available for questions, help the participating teacher prepare for Back to School Night, share materials, collaborate on lesson planning, etc.

Experienced teacher Support Providers are prepared for their roles through their participation in an orientation to the CCP and FACT system and training in classroom observation. Additionally, they receive periodic communication from the coordinator, who provides program updates and reminders. The orientation and classroom observation trainings are provided via an online PowerPoint presentation, a classroom observation video with opportunities for practice and feedback, FAQ documents, online discussion boards, and other online materials. These materials can be found on the course websites and the Clear Credential Online website (http://extension.fullerton.edu/professionaldevelopment/clear; http://extension.fullerton.edu/professionaldevelopment/clear-support). Training includes information on mentoring skills, the FACT system, the California Standards for the Teaching Profession (CSTP), Category B clear credential program standards, and the CSUF CCP. The onsite Support Provider is directed to these materials at the time of selection, and participation is monitored by the program coordinator and course instructors who require that assignments (e.g., Conversation Guides located on the BTSA website) be completed with Support Providers. These assignments have specific due dates throughout the semester; thus, instructors are aware of how each candidate is progressing and if individual Support Providers need additional assistance. If a Support Provider is unable to provide appropriate support, as outlined on the Local Support Provider Agreement, the Program Coordinator will work with the Site Administrator and candidate to select a new Support Provider. Additionally, the coordinator communicates via email, Skype, or other electronic means to ensure the onsite Support Provider understands his/her role. At any time, the onsite Support Provider may contact the coordinator with questions and concerns. As indicated on the course syllabi, responses to emails take place within at least a 48 hour period (see section on Communicating). Discussion boards allow experienced teacher Support Providers to communicate with one another and the coordinator about issues of general interest or concern. A brief mid-year survey completed by both the participating teacher and the onsite Support Provider keeps the coordinator apprised of any support issues that may arise over the course of the program.

EDEL/EDSC 502 Series Instructor
Support is also provided to the participating teachers by the 502 series university course instructor who interacts regularly with the participating teachers and supports their progress through the FACT modules and in meeting the Category B clear credential program standards. University instructors are selected by the coordinator in collaboration with the department chairs based on the following:

- willingness to serve as course instructor and support participating teachers in their induction years
- a minimum of three years experience working with preservice teachers
- an understanding of the clear credential requirements
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in the field
- ability to teach and provide support in an online environment

The 502 instructors are trained by the program coordinator in their roles and responsibilities, which includes adhering to the approved 502 syllabi, monitoring each participating teacher’s progress in FACT, providing input to support the participating teacher’s progress in FACT, evaluating 502 coursework and providing feedback in a timely manner, and responding to questions, concerns, and issues raised by the participating teachers. The coordinator ensures that the 502 instructors understand program requirements and are familiar with the CSTP and Clear Credential Program Standards 5 and 6.

Peer Support
Participating teachers are assigned to a cohort upon admission to the program and have ongoing opportunities to work collaboratively with each other, ask questions, engage in discussions, and respond to questions and requests made by peers. The 502 instructor establishes online environments for participating teachers to interact with one another, post questions, share insights and materials, request resources related to their needs and/or inquiry questions, discuss issues related to teaching and learning and provide general support. The participating teachers receive information when they enter the program regarding their role in supporting each other and the opportunities that will be available to them to seek support from others.

The program coordinator ensures that support is in place for each participating teacher and that identification of the experienced teacher Support Provider and 502 series instructor occurs in a timely manner. The coordinator formally communicates with each participating teacher mid-semester and at the end of each semester to ensure that the experienced teacher Support Provider match is positive and that the 502 instructor is providing sufficient guidance and timely feedback. Should a problem with support at the school/district level arise, the coordinator collaborates with site and district administrators to assign a new experienced teacher Support Provider. If there is a problem with support from the 502 instructor, the coordinator works with the 502 instructor to rectify the problem and with the department chair to discuss replacement of the instructor in future semesters if resolution is not achieved.

In addition to the formal opportunity to provide feedback on support, the participating teacher has informal opportunities to communicate with the coordinator who is available via email and telephone to speak with the participating teachers. At the end of each academic semester, the participating teachers formally evaluate the 502 instructor utilizing the standard university student opinion questionnaires for the Department of Elementary and Bilingual Education or the Department of Secondary Education, as applicable.
List of Appendices

- Agreement with Support Provider, site administrator, and district personnel
- Sample instructor evaluation forms
**Program Standard 4: Systematic Formative Assessment**

The clear credential program utilizes systematic formative assessment to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program’s systematic formative assessment is characterized by a plan-teach-reflect-apply cycle. The formative assessment, designed to improve teaching practice, is based on California Standards for the Teaching Profession (CSTP) and aligned with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. Reflection on evidence of practice is a collaborative process with a prepared individual providing support and/or other colleagues as designated by the clear credential program.

Participating teachers and individuals providing support collaborate to develop a professional growth plan based on the teacher’s assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results. The plan guides the activities to support growth and improvement of professional practice in at least one content area of focus. The plan is a working document, and is periodically revisited for reflection and updating.

Formative assessment in the CSUF CCP is guided by a spirit of inquiry for the improvement of instruction and student learning. The CSUF Clear Credential Program (CCP) utilizes Formative Assessment for California Teachers (FACT) for systematic formative assessment, and data-driven inquiry is also interwoven in the CCP’s professional development activities. Assignment descriptions (502E Assignments, 502F Assignments, and 537 Assignments), rubrics (502E Rubrics, and 537 Rubrics) and scoring guides (502E Scoring guides, and 502F Scoring guides) within the syllabi provide established norms and expectations for each assignment to ensure candidates are meeting the requirements for the Clear Credential.

Participating teachers collaboratively engage in formative assessment with an assigned 502 instructor and a local Support Provider who supports data collection, analysis, and reflection processes. The 502 instructor and Support Provider are both trained in the CSTP, and the 502 instructor is formally trained in FACT. Thus, participating teachers in the CSUF CCP engage as part of a community to collect, analyze, and reflect on data related to teaching and student learning in order to improve their instruction.

Participating teachers begin formative assessment as soon as they join the CSUF CCP, and they continue until the day they complete their clear credentials. Formative assessment begins as participating teachers work with their 502 instructors upon program admission to assess their entry level knowledge and skills. Together, the 502 instructors and participating teachers examine the participating teachers’ knowledge and skills gained through the preliminary credential program. They may analyze, for example Teacher Performance Assessment results, portfolio materials, and other artifacts that attest to instructional skill and student learning. This initial formative assessment conversation is structured by use of two documents: the FACT module on Assessment of Teaching and Learning and the Clear...
Credential Program Individual Program Plan. This FACT module includes, too, an informal classroom observation to yield further data for discussion. The onsite Support Provider is the usual collector of classroom observational data.

The Individual Program Plan is used to plan the participating teachers’ development opportunities and to suggest a plan for demonstrating program outcomes in the CSUF CCP portfolio. The Individual Program Plan is monitored and revised based on regular formative assessment and advisement with the 502 instructor, onsite Support Provider, and other program personnel. Further, the Program Plan becomes specific and grounded in particular instances of practice in the Individual Induction Plan (IIP), which drives the FACT Inquiry into Teaching and Learning module.

Formative assessment in the CSUF CCP is based on multiple data sources and an eye toward constant improvement through the Plan-Teach-Reflect-Apply cycle. By completing the Program Plan, participating teachers examine their current level of practice and make long-term plans for improvement that build on their strengths and help them grow in their abilities to meet the CSTP. Next, to focus more specifically on their local context, participating teachers examine data related to their classroom, school, and district in order to examine their students’ current levels of performance, strengths, and approaches, and to determine the resources available to them. This investigation is aided by the FACT module, Context for Teaching and Learning and feeds into their instructional planning and delivery and student assessment.

Participating teachers in the CSUF CCP examine their own instruction in relation to the P-12 content standards frequently. Most formally, this happens during the FACT Inquiry into Teaching and Learning. Participating teachers develop an outcomes-based, standards-driven question about their practice. They gather professional information about their question, utilizing opportunities such as district professional development workshops, readings, peer visits, and conferences. They also gather and analyze baseline student assessment data related to their focus content area. With their 502 instructors and Support Providers, participating teachers plan an instructional sequence wherein they implement some aspect of their learning. Formal observational data are gathered twice during each inquiry cycle: near the beginning of the instructional sequence and then again later in the sequence. Participating teachers collect and analyze student assessment data during instruction and again at the close of the sequence. With the help of their 502 instructor and Support Provider, participating teachers reflect on changes in student learning and in their own instruction. Based on their results, participating teachers prepare for a new cycle of inquiry.

At the end of the classroom year, participating teachers close formative assessment for the year by reflecting on their learning and growth overall. They share their reflections in peer support seminars and with their 502 instructors and Support Providers. The FACT Summary of Teaching and Learning module supports their year-end formative assessment reflections and helps them prepare for future inquiry and development.

Although FACT provides the overall structure for formative assessment in the CSUF CCP, professional development activities also support participating teachers’ inquiry into their teaching. For example, in learning more about educational technology (please see Program Standard 5, Pedagogy), participating teachers assess their use of technological resources and students’ progress in using such resources.
In summary, the CSUF CCP is based on cycles of inquiry into teaching; these cycles are fueled by formative assessment based on the California Standards for the Teaching Profession and on the P-12 content standards. Formative assessment includes analysis of multiple sources of student assessment data collected throughout the instructional process. Our formative assessment system utilizes such analysis in order to plan increasingly effective instruction and to improve student learning. Participating teachers engage in formative assessment immediately upon admission to the CCP and with a variety of colleagues, including peers, 502 instructors, and onsite Support Providers. We utilize FACT to drive formative assessment, and CCP professional development opportunities further support participating teachers’ inquiry into their teaching.

List of Appendices
- FACT overview
- Individual Program Plan
- EDEL/EDSC 502 syllabi
**Category B: Programs Provide Opportunities for Participants to Demonstrate Effective Teaching**

**OVERVIEW**

The California State University Fullerton Clear Credential Program (CSUF CCP) offers a structured yet flexible delivery model to ensure that participating teachers “grow and improve” (Standard 5) and that they demonstrate effective teaching, as required by Category B (Standards 5 and 6).

*Demonstration* of effective teaching related to the many skills required in Category B standards is by means of the participating teacher’s CCP Portfolio. The outcomes that must be demonstrated in the portfolio, as required by Standards 5 and 6, are listed in the Appendix. Throughout the program, participating teachers collect classroom-based work samples and other artifacts that demonstrate their effectiveness. In brief written reflections, they analyze their effectiveness as demonstrated in the artifacts. The portfolio is electronic, developed through and housed in the university’s Learning Management System (currently Moodle). To ensure cohesion in support, the portfolio is accessible at all times to program personnel including 502 and 537 instructors, the coordinator, and the participating teacher.

Two mechanisms provide the opportunities for participating teachers and their teams to work with the topics in Category B Standards. EDEL/EDSC 502 drives formative assessment, via Formative Assessment for California Teachers (FACT). It is through 502 that participating teachers, with the guidance of their instructor (a mentor), analyze their entry level knowledge and skills (through FACT Assessment of Teaching and Learning module) and plan professional development opportunities to enrich current knowledge and skills as they work to demonstrate mastery. This plan is documented as the Program Plan and constructed by the participating teachers and 502 instructor.

Through FACT, participating teachers, in collaboration with the 502 instructors and Support Providers, analyze their practice against the California Standards for the Teaching Profession and in relation to the student content standards. They use multiple sources of evidence of student learning (including assessment results and work samples) to inquire into and improve their practice.

Because participating teachers enter the CCP with different needs and strengths, however, they may take different paths to mastery for the knowledge and skills they demonstrate in their portfolios. EDEL/EDSC 537 instructors help prescribe and monitor development opportunities based on participating teachers’ Individual Program Plans. Individual Program Plans include a variety of options for deepening knowledge and application related to Pedagogy and Universal Access. Examples include online activities and onsite professional development. Participating teachers whose formative assessment work verifies advanced levels of knowledge and skill related to particular outcomes may move right to documentation. The portfolio is assessed formatively throughout EDEL/EDSC 502 and 537 and summatively at program completion.

**Appendix**

- Individual Program Plan
List of Program Outcomes

Pedagogy Outcomes

As a result of the program, participating teachers will...

1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.
2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.
3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.
4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners.
5. Create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.

Ed Technology Outcomes

As a result of the program, participating teachers will…

6. Demonstrate fluent, critical use of technological resources.
7. Use technology to plan, assess, and deliver instruction so that all students can learn.
8. Enable students to use technology to advance their learning.
9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.
10. Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

English Learner Outcomes

As a result of the program, participating teachers will…

11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation processes.
12. Plan and deliver standards-aligned instruction for English learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures.
13. Differentiate instruction using multi-tiered interventions based students' assessed language proficiency, culture, level of acculturation, and prior schooling.
14. Implement one or more locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD.
Inclusive Teaching and Special Population Outcomes

As a result of the program, participating will...

15. Develop a safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

16. Protect and support all students by designing and implementing equitable and inclusive environments.

17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices.

18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.

19. Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.

20. Based on assessed student needs, provide accommodations and implement modifications.

21. Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

22. Instruct special populations using adopted standards-aligned instructional materials and resources.
Program Standard 5: Pedagogy

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g., struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Applicable technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety issues.

Participating teachers’ baseline knowledge and skill in reflecting upon and applying the California Standards for the Teaching Profession is assessed during FACT Assessment of Teaching and Learning module. They continue to use the CSTP as a vehicle for growth and reflection throughout EDEL/EDSC 502 (using FACT Inquiry into Teaching and Learning and Summary of Teaching and Learning). In EDEL/EDSC 537, the CSTP are interwoven with specific topics such as Educational Technology and Special Populations. Participating teachers plan and implement standards-based instruction that utilize student performance levels, curriculum frameworks, and adopted materials throughout the program but particularly in FACT Inquiry into Teaching and Learning.

FACT Inquiry into Teaching and Learning requires participating teachers to use and interpret student assessment data for entry level, progress monitoring, and summative assessment purposes. They use their analyses of data in order to plan standards-based instruction, monitor students’ learning, and adjust their instruction. During EDEL/EDSC 537, participating teachers demonstrate their ability to plan and use differentiated instruction with multiple tiers based on their students’ assessed needs.

During FACT Context for Teaching and Learning, participating teachers examine their classrooms and resources that can be used to provide well managed, healthy environments. In FACT Assessment of Teaching and Learning and Inquiry into Teaching and Learning, participating teachers’ learning
environments are observed, and participating teachers receive formative assessment feedback based on the CSTP for Effective Environments. They receive additional resources on classroom management in EDEL/EDSC 537 and document in their portfolios their ability to provide a well managed learning environment. In EDEL/EDSC 537 participating teachers also examine aspects of providing healthy environments related to topics such as cleanliness, physical safety and accessibility, nutrition, and emotionally and socially healthy interaction patterns. Participating teachers use rating scales and artifacts to assess, reflect, and document the safety of their rooms. They similarly explore resources for inclusive and responsive teaching in EDEL/EDSC537, investigating their own practices using assessments and scales to analyze, reflect on, and document their inclusive teaching. Finally, participating teachers add to their repertoire of conflict mediation skills, employ those skills in the classroom, and document their effective use of conflict mediation practices.

With the help of their Support Providers and site administrators, participating teachers locate local technological resources. Support Providers and site administrators also share and help participating teachers implement local Acceptable Use Policies. To build upon knowledge from the initial preparation program, the CSUF CCP provides resources related to the International Society for Technology Education’s (ISTE) National Education Technology Standards for Teachers and Students and 21st Century Learning Skills (Partnership for 21st Century Learning). Through both EDEL/EDSC 502 and 537, participating teachers plan and implement technologically rich instruction that helps all students learn, as demonstrated by student work samples and achievement data. Artifacts and analyses in the portfolios must demonstrate that participating teachers enable students to use technology to advance their own learning.

List of Appendices
- EDEL/EDSC 502 syllabi
- EDEL/EDSC 537 syllabus
Program Standard 6: Universal Access: Equity for All Students

Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. Teachers support academic achievement for students from all ethnic, race, socioeconomic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs. When planning and delivering instruction, participating teachers examine and minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices. Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

The CSUF CCP provides participating teachers with opportunities to grow in their ability to design and implement equitable and inclusive learning environments and support academic achievement for all students. Through EDEL/EDSC 537, participating teachers explore what it means to provide equitable and inclusive learning environments, examine their classroom practice, and document their ability to provide such environments. With the assistance of their Support Provider, participating teachers might gather and analyze participation data in their classroom; review achievement data based on gender, ethnicity, or linguistic background; or assess student access to materials in their classroom and school, for example. They examine and minimize bias in the classrooms, schools and larger educational systems and document use of culturally responsive pedagogical practices in EDEL/EDSC 502e as well. Sample assignments include Class Profile Assignment, Conversation Guides, Home/School Communication (all available on the course website and BTSA website; see List of Appendices at the end of this section for more information) and Discussion Board Posts (available on the course website). In addition, participating teachers complete initial self-assessments (all available on the course and BTSA website) at the end of EDEL/EDSC 502e, including several that focus on Universal Access, which they then build upon as they complete their next course, EDEL/EDSC 502f. Participating teachers provide evidence they have accumulated during EDEL/EDSC 502e and reflect upon their ability to provide inclusive environments, how they use culturally responsive teaching practices, and how they communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards. Participating teachers use a variety of resources to collaborate with students, families, my colleagues, and resources personnel to provide equitable access to the state-adopted academic content standards. The course syllabus for EDEL/EDSC 537 identifies assignments and assessments for supporting and ensuring that participating teachers meet this standard. An example of a PowerPoint lesson can be found in the Introduction to Module 4 PowerPoint Outline.

a) Teaching English Learners

To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English learners including the identification, referral, and redesignation processes. Participating teachers implement district policies regarding primary language support services for students. Participating teachers plan instruction for English learners based on the students’ levels of proficiency and literacy in English.
and primary language as assessed by multiple measures such as the California English Language Development Test (CELDT), the California Standards Test (CST), and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to addresses language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres). Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.

Participating teachers plan instruction that demonstrate their understanding of the importance of students’ family and cultural backgrounds, and experiences. Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families. Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their assessment of students' language proficiency, culture, level of acculturation, and prior schooling.

With the support of the site administrator, onsite Support Provider, and the EDEL/EDSC 537 course instructor, the participating teacher identifies and adheres to legal and ethical obligations for teaching English learners, including implementing identification, referral, and redesignation processes and local policies regarding primary language support services for students. Participating teachers utilize multiple measures, such as the CELDT, the CST, and local assessments, to plan instruction for English learners based on the students’ levels of proficiency and literacy in English and the primary language. This is evident in the 502F FACT assignments. They demonstrate their ability to analyze assessment data through the completion of FACT Context for Teaching and Learning and growth in their ability to teach English learners through their completion of the FACT Inquiry into Teaching and Learning and EDEL/EDSC 537 assignments.

Participating teachers are supported at their sites in identifying and implementing one or more of the components of the English Language Development model used at the site and instruct English learners using adopted standards-aligned instructional materials. Participating teachers develop language objectives to addresses language and literacy demands as they differentiate instruction based on assessment of students’ language proficiency, culture, level of acculturation, and prior schooling. Resources, feedback, and support are provided by the EDEL/EDSC 537 instructor, and additional support and opportunities for reflection may be provided by participating teacher peers in online discussion boards. Additional evidence can be found in EDEL/EDSC 502 assignments, including classroom observations, Conversation Guides, discussion board posts, self-assessments, and 502E FACT assignments.
b) **Teaching Special Populations**

To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners, and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.

**Based on assessed student needs, participating teachers provide accommodations and implement modifications.** Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

**Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, and using assistive and other technologies).**

During FACT Context for Teaching and Learning, participating teachers learn of the special services personnel at the site and district levels with whom they will work in order to serve their full range of students. Participating teachers work with their Support Providers and site administrators to learn and apply local policies related to identification and referral for students with special needs. Support Providers and site administrators also help participating teachers learn and apply local policies related to services for students with special needs (such as GATE delivery models and inclusion models). Resources related to special populations for topics such as general education/special education collaboration are addressed in EDEL/EDSC 537 and include, for example, IRIS modules from Vanderbilt University. Through a record of communication housed in the portfolio, participating teachers demonstrate their collaboration with special services personnel to ensure that instruction and support services for the students are being delivered and are appropriate for the students’ assessed levels of need.

Participating teachers use EDEL/EDSC 537 resources and/or district or site resources, including personnel, to assess student needs and identify and provide accommodations and modifications for their students. Completion of the FACT Inquiry into Teaching and Learning and EDEL/EDSC 537 assessments document the participating teacher’s competence in providing accommodations and modifications. During classroom observations during the Inquiry, the onsite Support Provider gathers evidence of the participating teacher’s ability to recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all learners. Resources available in the district and through EDEL/EDSC 537 support the participating teachers in their work with special populations.

During FACT Context for Teaching and Learning, participating teachers examine the range and kind of need exhibited by their students. They also explore and record site- and district-based resources that will help them provide instruction for the full range of student needs. Examples include leveled materials and assistive technology. Participating teachers are required throughout
the CCP to plan and implement instruction that employs standards-aligned materials and resources for each of their students. For instance, in FACT Inquiry, participating teachers teach a standards-based lesson series to a whole group of students, including at least one focus students with special needs. EDEL/EDSC537 provides information and web-based resources related to instruction for students with special needs. Examples include assistive technology and managing paraprofessionals. Portfolio artifacts and analyses may be centered on photographs, communication logs, IEPs, and student work samples.

List of Appendices

- **EDEL/EDSC 502 syllabi**
- **EDEL/EDSC 537 syllabus**
- **Introduction to Module 4 PowerPoint**
- **Class Profile Assignment** -- PT learns about their students to better address student needs
- **Home/School Communication** -- PT are required to communicate with families
- **E-3-1 Conversation Guide** -- PT address all questions, reviewing these with their support provider. Focus is on how best to serve students and ensure all students have access to the core curriculum (see Class/Student Service Profile) and communication is taking place with families (see Home/School Communication)
- **E-3-5 Conversation Guide** – PT addresses all questions; see Parent/Student Communication for more information on how PT must demonstrate they communicate with parents
- **E-3-6 Conversation Guide** – PT addresses all questions, addressing how he/she is ensuring equal access to the core curriculum.
- **E-3-6a Conversation Guide** – PT addresses all questions, addressing how he/she ensures communication with EL’s parents/families and equal access to the core curriculum.
- **E-3-6b Conversation Guide** – PT addresses all question, addressing how he/she ensures accommodation the needs of students with special needs.
- **E-2-6 Induction Standard Self-Assessment** – one of the several self-assessments completed by the PT as they prepare for the second semester of the program.
- **E-2-6a Induction Standard Self-Assessment** – focus on EL
- **E-2-6b Induction Standard Self-Assessment** – focus on Special Populations
- **E-2-5 Induction Standard Self-Assessment** – focus on Pedagogy
Part II: Course Syllabi

**EDEL/EDSC 502E** Pedagogy, Assessment and Support for New Teachers (Semester 1) (3 units)

**EDEL/EDSC 502F** Pedagogy, Assessment and Support for New Teachers (Semester 2) (3 units)

**EDEL/EDSC 537** Graduate Studies: Current Issues and Problems (3 units)
Part III: Program Assessment Summary

The CSUF CCP is based on cycles of inquiry into teaching; these cycles are fueled by formative assessment based on the California Standards for the Teaching Profession and on the P-12 content standards. Formative assessment includes analysis of multiples sources of student assessment data collected throughout the instructional process. Our formative assessment system utilizes such analysis in order to plan increasingly effective instruction and to improve student learning. Participating teachers engage in formative assessment immediately upon admission to the CCP and with a variety of colleagues, including peers, 502 instructors, and onsite Support Providers. We utilize FACT to drive formative assessment, and CCP professional development opportunities further support participating teachers’ inquiry into their teaching. The participating teacher and the onsite Support Provider keep the coordinator apprised of any support issues that may arise over the course of the program.

Driven by the education unit's conceptual framework and goals, the Clear Credential Program fits neatly into the unit's accreditation system. First, candidate assessment is based on the education program's three outcomes and their sub points, as follows:

**Program Outcome 1: Knowledgeable and Competent Specialists**
- a) demonstrate strong foundation in subject matter knowledge or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) demonstrate ability to use technology as a resource

**Program Outcome 2: Reflective and Responsive Practitioners**
- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

**Program Outcome 3: Committed and Caring Professionals**
- a) become change agents
- b) maintain professional and ethical standards
- c) become life-long learners

These program outcomes are aligned with the course objectives and assessments of the CSUF Clear Credential Program, as shown in the program outcomes and syllabi for the program's three courses: EDEL/EDSC 502E, EDEL/EDSC 502F, and EDEL/EDSC 537.

As is consistent with the unit's accreditation system, clear credential candidate assessment is conducted at four points: admission to the program, program continuation, exit from program, and post program, as shown in the figure below.

<table>
<thead>
<tr>
<th>Program Point</th>
<th>Assessment and Evaluation Mechanisms</th>
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<tr>
<td>Admission</td>
<td>Program verifies that:</td>
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<td></td>
<td>• Candidate holds a valid 2042 Single Subject or Multiple Subject.</td>
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<td></td>
<td>• Candidate is employed in a teaching position.</td>
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<td>• Induction is unavailable to the candidate.</td>
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Program Continuation (transition point) | At the completion of Semester 1:  
| • Candidate demonstrates satisfactory completion of the requirements of EDEL/EDSC 502E with a minimum of 3.0 GPA.  
| • Candidate has completed approximately half of the program outcomes (11), as demonstrated in the portfolio and estimated by course rubrics to equate to a 3.0 GPA (see 537 Grading Rubric).  
| Note: the candidate may enroll in subsequent (though not final) semesters in the program by re-enrolling in EDEL/EDSC 502E or F and EDEL/EDSC 537 for credit.  

Optional Admission to a Graduate Program in the CSUF College of Education:  
| • Candidate successfully complete the first semester of the Clear Credential Program (EDEL/EDSC 502E).  
| • Candidates meet all CSU admissions requirements for graduate study and complete an admissions application.  

Program Completion | At the completion of the final semester in the program:  
| • Candidate demonstrates completion of EDEL/EDSC 502F with a minimum 3.0 GPA.  
| • Candidate demonstrates completion of all program outcomes through the portfolio (documented through EDEL/EDSC 537 with a minimum of 3.0 GPA; see 537 Grading Rubric).  
| • Candidate demonstrates completion of all other program requirements.  

Post program completion | For at least one year subsequent to candidates' clear credential program completion, candidates' employers complete an exit survey of their performance in the field as dictated by CSUF or by the CSU's Office of the Chancellor.  

As is assessment and evaluation for each of CSUF's education credential and degree programs, assessment and evaluation in the Clear Credential Program is overseen by the unit's Assessment Committee.
Appendices
Syllabi
EDEL/EDSC 502E Pedagogy, Assessment and Support for New Teachers (Semester 1) (3 units)

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a. demonstrate strong foundation in subject matter or field of study
b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a. promote diversity
b. make informed decisions
c. engage in collaborative endeavors
d. think critically

Outcome 3: Committed and Caring Professionals
a. become change agents
b. maintain professional and ethical standards
c. become life-long learners

Educational Unit Conceptual Framework

a transformational journey toward educational advancement and achievement
**Equity and Excellence** – We are committed to upholding the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values, and knowledge. We develop and model varied learning and teaching methodologies in our classes.

**Community and Social Change** – We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

**Knowledge and Wisdom** – We are committed to a philosophy of preparing educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods, and processes such as curiosity, critical thinking, and self-reflection.

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**The Mission of the Department of Secondary Education**

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic.

Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

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**Students with Special Needs:** Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to engaging in class activities, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (http://www.fullerton.edu/DSS/) in order to be accommodated in their courses.

**Academic Dishonesty Policy:** Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.

**Two-week plan for distance instruction should on-campus instruction be interrupted:** In case of instruction interruption, please check the course Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Moodle groupings), and text and electronic readings. If an emergency disrupts normal campus operations or causes the university to close for an extended period of time (3 days or longer), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so. For additional information, please call the California
In the event of emergency: Contact the University Police at 657-278-3333.

**TECHNICAL REQUIREMENTS FOR COMPUTER SYSTEM**
- To fully participate in this course you will need a computer system that meets the following minimum technical specifications. Note: the latest versions of software listed will be used.
- Computer system capable of color, sound, video, running Windows 95 or higher, or Macintosh OS 8.6 or higher
- A monitor capable of displaying information at least 800X600 pixels
- Reliable Internet connection (preferably high speed)
- An Internet browser compatible with your operating system
- CSUF Email account (with attachment capability)
- Plug-ins: Adobe PDF reader, Real Player, Flash
- Internet Connection: DSL or Cable Modem required. You are required to have a dependable connection to the internet that allows you to communicate LIVE using the Internet. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.
- Software: Microsoft Office (Word, PowerPoint, Excel)
  Many materials for this course are developed with Office 2007 products such as Word, PowerPoint and Excel. If you are using a previous version of Office, download the free compatibility pack to allow you access all materials. (see External Links on Moodle)
- We will have some Skype chat sessions throughout the course. Download Skype free at www.skype.com if you’d like to join the sessions. You do not need a camera, just a microphone.

**INSTRUCTIONAL AND TECHNICAL SUPPORT AND ALTERNATE SUBMISSION OF WORK**
Instructional support is provided by the many resources at the Pollack Library (http://www.library.fullerton.edu/default.aspx) Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777. Contact instructor if alternative methods for submission of work are necessitated by technical difficulties.

**AUTHENTICATION OF STUDENT WORK**
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

**COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS**
Contacting the instructor can be accomplished in a variety of ways. E-mail is the preferred method. The instructor will attempt to respond to all questions sent by e-mail within a 48-hour period. The instructor will maintain online office hours, as listed above. E-mails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option. Please leave a message.

**NETIQUETTE**
Students are expected to conduct themselves in a professional manner during this online class. They are to take full advantage of the learning opportunities available, including active participation in group work, participating in weekly online discussions and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity—especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.
COURSE DESCRIPTION FROM THE CATALOG
Catalog Description: EDEL/EDSEC 502E Pedagogy, Assessment, and Support for New Teachers, Semester 1 (3 units). Prerequisite Multiple or Subject Preliminary Credential and concurrent participation in the CSUF Clear Credential Program. Formative assessment and professional development for new teachers via utilization of state-approved formative assessment system. Focus on inquiry into teaching effectiveness including analysis of context and assessment of teaching and learning.

STUDENT GOALS
Credential candidates will be able to...
1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.
2. Utilize adopted content standards and performance levels for standards, curriculum frameworks, and instructional materials in the context of their teaching assignment.
3. Utilize the Plan, Teach, Reflect, Apply cycle.
4. Create and maintain well managed classrooms that foster students’ physical cognitive, emotional, and social well being.
5. Gather and utilize information about the teaching environment through resources related to students, families, school site, district, and community.
6. Identify challenges in the teaching environment.
7. Understand their students and base instructional decisions upon their understanding.
8. Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth.
9. Collaborate with colleagues to reflect on improve teaching and learning.

ONLINE LEARNING ACTIVITIES
Representative online learning activities include:
- Peer and instructor support through discussion board postings
- Peer and instructor support through chat sessions
- Synchronous conferences such as Skype calls
- Internet research
- Participation in social networks

Because these are learning activities and not assessment activities, they are not awarded points. Grades in EDEL/EDSC 502E are awarded based on performance on assignments, as follows.

ASSIGNMENTS (Due dates are listed on course schedule.)

100 points total

1. CONTEXT FOR TEACHING AND LEARNING (60 points total)
In this module, you will learn about your teaching environment by identifying challenges, investigating resources, and gathering information about your students. You will focus on your class, school, district, and community and use information gathered to guide your instructional decisions and identify areas for professional growth.
Class Profile
Use FACT Form A-1 to gather information about your students. List students by first names only (and last name initials, if necessary). Identify your English Learners and record their primary language, language spoken in the home, English Language Proficiency Levels, and years of ELD instruction. Gather information about your students with identified special needs and note classroom modifications/accommodations, behavioral support strategies, interventions to implement and other pertinent information. You will revisit and update this class profile throughout the year. Respond to the Contextualizing and Extending questions related to your class profile provided on the Conversation Guide in your FACT materials. Submit your class profile and responses to the Conversation Guide questions through the Assignment function of Moodle.

Classroom Layout
Thoughtful consideration of your classroom layout is important in meeting the needs of your student. Sketch a layout of your classroom or use software such as Classroom Architect to create a visual display of your layout. Indicate how you have addressed appropriate prevention and intervention for classroom safety concerns. Show placement of students with special needs. FACT Form A-2 can be used for this assignment. Respond to the Contextualizing and Extending questions related to your classroom layout provided on the Conversation Guide in your FACT materials. Submit your layout with the explanation and the completed Conversation Guide sections through the Assignment function of Moodle.

School and District Resources
Gathering information about your school and district will support your understanding of the students in your class. Your Support Provider will be able to provide assistance with the completion of FACT Form A-3, which prompts you to learn about your school (including but not limited to school accountability data, enrollment, facilities) and district (including but not limited to instructional resources and student support services). Respond to the Contextualizing and Extending questions related to School and District Resources provided on the Conversation Guide. Submit FACT Form A-3 and the completed Conversation Guide sections through the Assignment function of Moodle.

Home/School Communication
Families can play an enormous role in the education of their children. As a teacher, you will want to communicate regularly and meaningfully with families. Maintaining a record of your contacts with families is important in establishing a working relationship with them. Use FACT Form A-4 to document your conversations with families. Include both formal and information contacts, and periodically analyze your conversations to ensure that you are communicating positive information as well as seeking assistance with challenges. By the end of the semester, you should have made at least one contact with the family of every student in your classroom. Respond to the Contextualizing and Extending questions related to Home/School Communication provided on the Conversation Guide. Submit your record of home/school communication and completed Conversation Guide sections through the Assignment Function of Moodle.

Site Orientation
Knowledge of the policies and procedures at your site is important to you as a professional educator. FACT Form A-5 provides a list of discussion topics that will help you understand your local teaching context. Meet with your site administrator or designee to discuss the items on the list and obtain your administrator’s signature. If your school or district provides this information in another format, you may substitute it for FACT Form A-5. Respond to the Contextualizing and Extending questions related to Site Orientation provided on the Conversation Guide. Submit documentation of your orientation and the completed Conversation Guide sections through the Assignment Function of Moodle.

Community Map
Knowledge of the community—such as local community services, parks, libraries, and cultural centers—will assist you in connecting with your students. Discuss pertinent community information with your Support Provider and record the information by sketching a community map and identifying relevant centers, downloading and marking a map of the local community, or listing important centers and
noting their location in relation to the school. Respond to the Contextualizing and Extending questions related to the Community Map provided on the Conversation Guide. Submit your map or list (FACT Form A-6 may be used), along with the completed sections of the Conversation Guide, through the Assignment function of Moodle.

2. **ASSESSMENT OF TEACHING AND LEARNING (40 points total, with Self Assessment)**

In this module you will compare and contrast the processes and outcomes of your preliminary teacher preparation with those of the clear credential program. You will consider prior knowledge and skills acquired during teacher preparation, your current context for teaching, and evidence gathered by your Support Provider during a classroom observation to assess your teaching practice and identify strengths and areas for growth.

*Connecting Prior Experience to the Clear Credential Program*

Review the TPEs and think about which TPE had the greatest impact on your teaching. Use the discussion board to share an artifact from your preliminary teacher preparation experience with your 502E instructor and classmates. Explain what it represents about your learning and connect it to a TPE. Examine Standards 5 and 6 of the Clear Credential Program Standards. Contrast them with the TPEs, and participate in an online discussion about how both the TPEs and Standards 5 and 6 align with the California Standards for the Teaching Profession (CSTP).

*Identifying an Area of Focus and Preparing for Initial Classroom Observation*

Based on your review of Clear Credential Standards 5 and 6 and the CSTP, complete the K-W-O Chart (FACT Form B-2), which asks you to record what you know about your classroom practice, what you want to know about your classroom practice, and what you would like your support provider to observe. Be specific. Meet with your Support Provider to discuss your K-W-O Chart and share what you hope to learn from the observation. Discuss observational evidence your Support Provider will collect during the observation. Select a time and date for an observation.

*Reflecting on Your Practice*

With your Support Provider, review and discuss the evidence gathered during the observation. Record insights about your teaching on the Post-Observation Reflection form (FACT Form B-4). Submit your Support Provider’s observation notes and your Post-Observation Reflection using the Assignment function of Moodle.

3. **SELF-ASSESSMENT: CONTINUUM OF TEACHING PRACTICE (40 points total, with Assessment of Teaching and Learning)**

Assess your teaching practice using the established criteria in the California Standards for the Teaching Profession. Read the descriptors for each level on the Continuum of Teaching Practice. Based on evidence gathered during the observation, think about examples of your practice in relation to the criteria. Mark the two self-assessment forms provided in your FACT materials: a self-assessment of your practice related to Standards 5 and 6 and a self-assessment of your practice related to the CSTP. Record the appropriate evidence codes on the forms. Meet with your 502E instructor to discuss your ratings and the evidence. Discuss areas of focus for further exploration with your instructor.

**GRADING POLICY**

The course employs plus/minus grading, according to the following categories:

- **A+** = 99-100%
- **A** = 93 – 98.9%
- **A-** = 90 - 92.9%
- **B+** = 87-89.9%
- **B** = 83 – 86.9%
- **B-** = 80 – 82.9%
- **C+** = 77-79.9%
- **C** = 73 – 76.9%
- **C-** = 70 – 72.9%
- **D+** = 67-69.9%
- **D** = 63 – 66.9%
- **D-** = 60 – 62.9%
- **F** = Below 60
Before submission, review your work for the following criteria:

- **Completeness:** Have you completed all required forms and components of the assignment?
- **Overall quality:** Did you thoughtfully and thoroughly respond to each component of the assignment?
- **Presentation:** Did you make standard use of conventions and academic English? Graduate work is assessed at a higher standard than would be daily communications.

Courses in the Clear Credential Program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at [http://www.nbpts.org/the_standards/the_five_core_propositions](http://www.nbpts.org/the_standards/the_five_core_propositions):

- **Proposition 1:** Teachers are committed to students and learning
- **Proposition 2:** Teachers know the subjects they teach and how to teach those subjects to students
- **Proposition 3:** Teachers are responsible for managing and monitoring student learning
- **Proposition 4:** Teachers think systematically about their practice and learn from experience
- **Proposition 5:** Teachers are members of learning communities.

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<th>Student Goals</th>
<th>Program Outcomes</th>
<th>Core Propositions</th>
<th>Instructional Activities, Assignments, and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c</td>
<td>Proposition 2</td>
<td>• Assessment of Teaching and Learning activities: Teacher Preparation and Induction Alignment Chart Conversation; Self Assessment based on CSTP and Induction Standards</td>
</tr>
</tbody>
</table>
| 2. Utilize adopted content standards and performance levels for standards, curriculum frameworks, and instructional materials in the context of their teaching assignment. | 1a, 1b, 1c, 2b, 2d | Proposition 2, Proposition 3 | • Context for Teaching and Learning: School and District Information/Resources  
• Assessment of Teaching and Learning activities: Self-Assessment of Pedagogy; Conversation guides |
| 3. Utilize the Plan, Teach, Reflect, Apply cycle.                             | 2b, 2d, 3a       | Proposition 4     | • Plan phase: Context for Teaching and Learning activities (Class Profile, Classroom Layout, School and District Information/Resources, Home/School Communication; Community Map  
• Plan phase: Assessment of Teaching and Learning activities (Initial Classroom Observation, KWO chart  
• Reflect and Apply phases: Context for Teaching and Learning Conversation Guides (Class, School, District, Community; Pedagogy; Universal Access: Equity, English Learners, Special Populations)  
• Reflect and Apply phases: Assessment of Teaching and Learning activities: Post-Observation Discussion, Closure Conversation |
| 4. Create and maintain well managed classrooms that foster students’ physical cognitive, emotional, and social well being. | 1b, 1c, 2a       | Proposition 1, Proposition 3 | • Context for Teaching and Learning activities: Class Profile, Classroom Layout; School and District Information/Resources; Home/School Communication; Site Orientation Checklist  
• Assessment of Teaching and Learning Activities: Teacher |
| **5.** Gather and utilize information about the teaching environment through resources related to students, families, school site, district, and community. | 1b, 2a, 2b, 2c, 2d | Proposition 1  
Proposition 4 | • Context for Teaching and Learning activities: Class Profile, Classroom Layout, School and District Information/Resources; Home/School Communication; Community Map  
• Assessment of Teaching and Learning Activities: Self Assessment based on CSTP and Induction Standards |
| **6.** Identify challenges in the teaching environment. | 1b 2b, 2d | Proposition 3 | • Context for Teaching and Learning activities: Class Profile, Classroom Layout, School and District Information/Resources, Home/School Communication; Community Map  
• Assessment of Teaching and Learning Activities: Self-Assessment based on CSTP and Induction Standards |
| **7.** Understand their students and base instructional decisions upon their understanding. | 1b, 2a, 2b, 2d | Proposition 1 | • Context for Teaching and Learning activities: Class Profile, School and District Information/Resources, Home/School Communication; Community Map; Conversation Guides (Class, School, District and Community; Pedagogy, Universal Access)  
• Assessment of Teaching Learning: Self-Assessment of Universal Access: Equity for All Students |
| **8.** Examine prior knowledge and skills and assess their teaching practice for strengths and areas for growth. | 2d, 3a, 3b, 3c | Proposition 4 | • Assessment of Teaching and Learning activities: Teacher Preparation and Induction Alignment Chart Conversation; Self Assessment based on CSTP and Induction Standards |
| **9.** Collaborate with colleagues to reflect on improve teaching and learning. | 2c, 2d, 3a, 3c | Proposition 4  
Proposition 5 | • Collaborate with peers through online activities such as discussion board postings and chat sessions  
• Collaborate with support provider during formative assessment activities. |

**REQUIRED MATERIALS**
Formative Assessment for California Teachers ([http://www.btsa.ca.gov/FACT](http://www.btsa.ca.gov/FACT))
Continuum of Teaching Practice ([http://www.btsa.ca.gov/files/Final-Continuum-of-Teaching-Practice.pdf](http://www.btsa.ca.gov/files/Final-Continuum-of-Teaching-Practice.pdf))
OTHER REQUIREMENTS
Students are required to regularly access the course’s Moodle site and their university e-mail account. Please check your university e-mail account and Moodle on Mondays and on at least two other days each week to remain current on course activities.

Students are also required to search the literature electronically and to compose, print, and send as attachments and word-processed documents.

We will have some Skype chat sessions throughout the course. Download Skype free at www.skype.com if you'd like to join the sessions. You do not need a camera, just a microphone.

ONCAMPUS MEETING REQUIREMENTS AND SYNCHRONOUS ACTIVITIES
This course is conducted fully online with no required face-to-face meetings. At the instructor’s discretion, there may be some required synchronous activities. These will be scheduled in advance.

CLASS SCHEDULE
Note: The content of our course is broken into modules. Each module has its own folder on Moodle with explanations, links to learning activities and assignments, and grading rubrics.

Deadlines: All assignment deadlines are 11:55 p.m.

<table>
<thead>
<tr>
<th>FACT Module Component</th>
<th>Module Title</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Class Profile</td>
<td>September 30</td>
</tr>
<tr>
<td>A-2</td>
<td>Classroom Layout</td>
<td>September 30</td>
</tr>
<tr>
<td>A-3</td>
<td>School and District Resources</td>
<td>September 30</td>
</tr>
<tr>
<td>A-4</td>
<td>Home/School Communication</td>
<td>December 15</td>
</tr>
<tr>
<td>A-5</td>
<td>Site Orientation</td>
<td>September 30</td>
</tr>
<tr>
<td>A-6</td>
<td>Community Map</td>
<td>October 15</td>
</tr>
<tr>
<td>B-1</td>
<td>Connecting Prior Experiences to the Clear Credential Program</td>
<td>October 30</td>
</tr>
<tr>
<td>B-2</td>
<td>Identifying an Area of Focus and Preparing for Initial Classroom Observation</td>
<td>October 30</td>
</tr>
<tr>
<td>B-3</td>
<td>Reflecting on your Practice</td>
<td>November 15</td>
</tr>
<tr>
<td>B-4</td>
<td>Self-Assessment (E-2.1-E2.6B)</td>
<td>December 15</td>
</tr>
</tbody>
</table>
## RUBRICS

**FACT Context for Teaching and Learning**  
**Scoring Guide**

<table>
<thead>
<tr>
<th>Present and of High Quality</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the following:</td>
<td></td>
</tr>
<tr>
<td>A-1 Class profile</td>
<td>Completeness Have you completed all required components of the assignment?</td>
</tr>
<tr>
<td>A-2 Classroom layout</td>
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<tr>
<td>A-3 School and District Information &amp; Resources</td>
<td></td>
</tr>
<tr>
<td>A-4 Home/School Communication</td>
<td></td>
</tr>
<tr>
<td>A-5 Site Orientation Checklist</td>
<td></td>
</tr>
<tr>
<td>A-6 Community Map</td>
<td></td>
</tr>
</tbody>
</table>

### Responses

**Directly address the prompts**  
**Go deeper than surface level and provide evidence that the author is thinking carefully about improving as a teacher**

**Overall Quality** Is the work thoughtful and thorough?

### Responses include

- Use of academic English  
- Use of standard conventions of English (e.g., punctuation)  
- Careful organization  
- Electronically completed

**Presentation** Graduate work is assessed at a higher standard than would be daily communications.

**Total**: (out of 60 points)
### FACT Assessment of Teaching and Learning and Self Assessments Scoring Guide

<table>
<thead>
<tr>
<th>Present and of High Quality</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Discussion Board:</td>
<td>Completeness Have you completed all required components of the assignment?</td>
</tr>
<tr>
<td>-- Artifact Explanation</td>
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<tr>
<td>-- Online Discussion</td>
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<tr>
<td>□ B-2 K-W-O Chart</td>
<td></td>
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<tr>
<td>□ B-3.2 Informal Classroom Observation</td>
<td></td>
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<tr>
<td>□ B-4 Post-Observation Reflection</td>
<td></td>
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<tr>
<td><strong>Self Assessment</strong></td>
<td></td>
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<tr>
<td>□ E-2.1</td>
<td></td>
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<tr>
<td>□ E 2.5</td>
<td></td>
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<tr>
<td>□ E 2.6</td>
<td></td>
</tr>
<tr>
<td>□ E 2.6a</td>
<td>(15 points)</td>
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<tr>
<td>□ E 2.6b</td>
<td></td>
</tr>
<tr>
<td><strong>Responses</strong></td>
<td></td>
</tr>
<tr>
<td>□ Directly address the prompts</td>
<td>Overall Quality Is the work thoughtful and thorough?</td>
</tr>
<tr>
<td>□ Go deeper than surface level and provide evidence that the author is thinking carefully about improving as a teacher</td>
<td></td>
</tr>
<tr>
<td><strong>Responses include</strong></td>
<td></td>
</tr>
<tr>
<td>□ Use of academic English</td>
<td>Presentation Graduate work is assessed at a higher standard than would be daily communications.</td>
</tr>
<tr>
<td>□ Use of standard conventions of English (e.g., punctuation)</td>
<td></td>
</tr>
<tr>
<td>□ Careful organization</td>
<td></td>
</tr>
<tr>
<td>□ Electronically completed</td>
<td></td>
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</tbody>
</table>

**Total:** (out of 40 points)
EDEL/EDSC 502F Pedagogy, Assessment and Support for New Teachers (Semester 2) (3 units)

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
a. demonstrate strong foundation in subject matter or field of study
b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
a. promote diversity
b. make informed decisions
c. engage in collaborative endeavors
d. think critically

Outcome 3: Committed and Caring Professionals
a. become change agents
b. maintain professional and ethical standards
c. become life-long learners
DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION THEME

**Equity and Excellence** – We are committed to upholding the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values and knowledge. We develop and model varied learning and teaching methodologies in our classes.

**Community and Social Change** – We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

**Knowledge and Wisdom** – We are committed to a philosophy of preparing educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods and processes such as curiosity, critical thinking, and self-reflection.

The Mission of the Department of Secondary Education

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic.

Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to engaging in class activities, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (http://www.fullerton.edu/DSS/) in order to be accommodated in their courses.

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.

Two-week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Moodle.
groupings), and text and electronic readings. If an emergency disrupts normal campus operations or causes the university to close for an extended period of time (3 days or longer), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

In the event of emergency: Contact the University Police at 657-278-3333.

TECHNICAL REQUIREMENTS FOR COMPUTER SYSTEM
• To fully participate in this course you will need a computer system that meets the following minimum technical specifications. Note: the latest versions of software listed will be used.
  • Computer system capable of color, sound, video, running Windows 95 or higher, or Macintosh OS 8.6 or higher
  • A monitor capable of displaying information at least 800X600 pixels
  • Reliable Internet connection (preferably high speed)
  • An Internet browser compatible with your operating system
  • CSUF Email account (with attachment capability)
  • Plug-ins: Adobe PDF reader, Real Player, Flash
  • Internet Connection: DSL or Cable Modem required. You are required to have a dependable connection to the internet that allows you to communicate LIVE using the Internet. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.
  • Software: Microsoft Office (Word, PowerPoint, Excel)
    Many materials for this course are developed with Office 2007 products such as Word, PowerPoint and Excel. If you are using a previous version of Office, download the free compatibility pack to allow you access all materials. (see External Links on Moodle)
  • We will have some Skype chat sessions throughout the course. Download Skype free at www.skype.com if you’d like to join the sessions. You do not need a camera, just a microphone.

INSTRUCTIONAL AND TECHNICAL SUPPORT AND ALTERNATE SUBMISSION OF WORK
Instructional support is provided by the many resources at the Pollack Library (http://www.library.fullerton.edu/default.aspx) Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777. Contact instructor if alternative methods for submission of work are necessitated by technical difficulties.

AUTHENTICATION OF STUDENT WORK
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS
Contacting the instructor can be accomplished in a variety of ways. E-mail is the preferred method. The instructor will attempt to respond to all questions sent by e-mail within a 48-hour period. The instructor will maintain online office hours, as listed above. E-mails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option. Please leave a message.
NETIQUETTE
Students are expected to conduct themselves in a professional manner during this online class. They are to take full advantage of the learning opportunities available, including active participation in group work, participating in weekly online discussions and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity—especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

COURSE DESCRIPTION FROM THE CATALOG
EDEL/EDSEC 502E Pedagogy, Assessment, and Support for New Teachers, Semester 2 (3 units).
Prerequisites: Multiple or Single Subject Preliminary Credential, EDEL/EDSC 502E, concurrent participation in the CSUF Clear Credential Program. Formative assessment and professional development for new teachers via utilization of state-approved formative assessment system. Focus on inquiry into teaching effectiveness, including action research and review and reflection on teaching and learning.

STUDENT GOALS
Credential candidates will be able to...
10. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction.
11. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.
12. Utilize the Plan-Teach-Reflect-Apply cycle.
13. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.
14. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners.
15. Develop inquiry questions based on assessment of their teaching practice and grounded in the California Standards for the Teaching Profession and Clear Credential Program Standards, Category B.
16. Gather data related to their inquiry questions, create and implement an action plan, reflect on collected evidence, and apply new learning to future practice.
17. Understand how inquiry into teaching and learning improves their instruction to positively impact student achievement.
18. Reflect upon and summarize growth made during their participation in the Clear Credential Program.
19. Collaborate with colleagues to reflect on and improve teaching and learning.

ONLINE LEARNING ACTIVITIES
Representative online learning activities include:
- Peer and instructor support through discussion board postings
- Peer and instructor support through chat sessions
- Synchronous conferences such as Skype calls
- Internet research
- Participation in social networks

Because these are learning activities and not assessment activities, they are not awarded points. Grades in EDEL/EDSC 502E are awarded based on performance on assignments, as follows.

ASSIGNMENTS (Due dates are listed on course schedule.)

100 points total
1. INQUIRY INTO TEACHING AND LEARNING (85 points total)
In this multi-part module, you will explore an area of teaching practice with support from your district-based Support Provider and 502F instructor using Module C of the state-approved formative assessment system, FACT. You will develop and implement an inquiry plan, develop a lesson series, reflect on collected evidence, and apply new learning to your practice.

Inquiry Plan
Review evidence collected during 502E and determine a focus area and question for an inquiry, taking into consideration your school and district goals and priorities. Identify the CSTP elements that will be addressed by the inquiry as well as the anticipated measurable outcomes. Develop an action plan, and complete a reflection of your learning as you conduct research and implement your learning. View the PowerPoint entitled Inquiry into Teaching and Learning to support your completion of the inquiry and the Inquiry Plan. After completing the Focus of the Inquiry section, submit the Individual Program Plan using the Assignment function of Moodle. Submit the form again after you have conducted your inquiry and completed all sections.

Essential Components for Instruction
Select an upcoming lesson series for study, and use FACT Form C-2 to thoughtfully examine all essential components for instruction. Identify the academic content standard(s) you will be addressing, identify the learning objectives, and develop or select an entry-level assessment you will use to measure understanding prior to implementing the lesson series. Identify progress monitoring assessments and summative assessment. Consider the following: What materials and technology will you use to advance student learning? What instructional strategies will ensure student engagement? What accommodations or modifications will be required to students with special needs? What English Language Development standards will you consider? Discuss your thinking with your Support Provider. Record your plan on FACT Form C-2 and submit it using the Assignment function of Moodle.

Entry-Level Assessment and Focus Student Selection
To understand the range of learners in your class, conduct the entry-level assessment you identified or developed in the Essential Components for Instruction assignment. Collect the student responses and analyze the student work by first sorting student responses into two categories: students who do not yet know the concepts or have the skills your assessment measured and students who do. Then sort the student responses into four groups: students whose responses demonstrate very limited understanding or skill, students whose responses demonstrate limited understanding or skill, students whose responses demonstrate moderate understanding or skill, and students whose responses demonstrate a high level of understanding or skill. Record students’ names (first names only) in the appropriate columns on FACT Form C-3. Examine the student responses and explain what they tell you about what students in each column understand and are able to do. Record your thoughts on Form C-3, along with ideas for how you will differentiate instruction for students at each level of proficiency. Your Support Provider will be able to assist you in your analysis of the entry-level assessment data. Based on the data, select three focus students that represent the range of abilities and needs in your classroom, including an English Learner, a student with a special need, and a third student of your choice. Use FACT Form C-4 to identify the students and describe support and resources you anticipate these students will need to ensure success in the upcoming lesson series. Submit Forms C-3 and C-4, along with a copy of the assessment and scoring guide and copies of responses from your three focus students.

Lesson Plan for Observation, Inquiry Observation Record, and Analysis of Student Work
Use the FACT template (C-5) provided or a district-approved template and develop a detailed plan for one lesson in your series. Be sure to include in your plan how you will differentiate instruction for your focus students. In your lesson, you should implement a learning from the research related to your question. Highlight that portion of the lesson on your plan. Be sure your lesson includes an opportunity to gather student work for analysis. Invite your Support Provider to observe your lesson and provide him or her with the Inquiry Observation Record (FACT Form C-6). After implementing your lesson,
review student work and describe how your students performed (FACT Form C-7). Use the Inquiry Observation Record and student work to reflect on your teaching practice with your Support Provider. Submit your plan, the observation record, graded work from your three focus students, and your analysis of their work.

**Summative Assessment**
At the conclusion of your lesson series, conduct a summative assessment. Collect student responses and analyze the results as you did for the entry-level assessment. Review your learning goals and think about what you learned about your students and your teaching from this inquiry. Submit FACT Form C-8, a copy of the assessment and scoring guide, and copies of responses from your three focus students.

**Self-Assessment of CSTP and Clear Credential Standards 5 and 6**
With the support of your Support Provider, complete the two self-assessments provided by FACT.

2. **MODULE D: SUMMARY OF TEACHING AND LEARNING (15 points total)**
In this module, you will review the results of your inquiry, identify teaching practices that had the greatest effect on student learning, assess the impact of the formative assessment process on your teaching practice, and share your experience with peers.

**Culminating Questions and Reflection**
Use FACT Form D-1 to think about your teaching, your students’ needs and practices that impacted their success, evidence that supported your development as a teacher, and an area of focus for your future work. Share your insights with peers enrolled in CSU Fullerton’s Clear Credential Program via a discussion board.

**GRADING POLICY**
The course employs plus/minus grading, according to the following categories:

- A+ = 99-100%
- A  = 93 – 98.9%
- A- = 90 - 92.9%
- B+ = 87-89.9%
- B  = 83 – 86.9%
- B- = 80 – 82.9%
- C+ = 77-79.9%
- C  = 73 – 76.9%
- C- = 70 – 72.9%
- D+ = 67-69.9%
- D  = 63 – 66.9%
- D- = 60 – 62.9%
- F    = Below 60

Before submission, review your work for the following criteria:
- Completeness: Have you completed all required forms and components of the assignment?
- Overall quality: Did you thoughtfully and thoroughly respond to each component of the assignment?
- Presentation: Did you make standard use of conventions and academic English? Graduate work is assessed at a higher standard than would be daily communications.

Courses in the Clear Credential Program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at [http://www.nbpts.org/the_standards/the_five_core_proposition](http://www.nbpts.org/the_standards/the_five_core_proposition).

Proposition 1: Teachers are committed to students and learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>and Assessments</th>
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</thead>
</table>
| 1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction. | Proposition 2  
- Inquiry into Teaching and Learning: Essential Components for Instruction; Lesson Plan for Observation; Inquiry Observation Record  
- Self-Assessment of CSTP  
- Self-Assessment of Induction Standards |
| 2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment. | Proposition 2  
- Inquiry into Teaching and Learning: Essential Components for Instruction; Lesson Plan for Observation; Inquiry Observation Record  
Proposition 3  
- Inquiry into Teaching and Learning: Essential Components for Instruction; Lesson Plan for Observation; Inquiry Observation Record |
| 3. Utilize the Plan-Teach-Reflect-Apply cycle. | Proposition 4  
- Plan phase: Inquiry into Teaching and Learning activities: Individual Induction Plan; Essential Components for Instruction; Entry-Level Assessment Resource; Focus Student Selection; Lesson Plan Template for Observation  
- Teach phase: Inquiry into Teaching and Learning: Inquiry Observation Record  
- Reflect phase: Inquiry into Teaching and Learning: Analysis of Student Work; Summative Assessment; Self-Assessment of CSTP; Self-Assessment of Induction Standards  
- Reflect phase: Summary of Teaching and Learning: Culminating Questions and Reflection Guide  
- Apply phase: Individual Induction Plan |
| 4. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. | Proposition 1  
- Inquiry into Teaching and Learning: Essential Components for Instruction  
Proposition 3 |
<table>
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<tr>
<th></th>
<th>Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners.</th>
<th>1a, 1b, 2a, 2b, 2d</th>
<th>Proposition 1</th>
<th>Inquiry into Teaching and Learning: Essential Components for Instruction; Entry-Level Assessment Resource; Focus Student Selection; Lesson Plan Template for Observation; Inquiry Observation Record</th>
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<tbody>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td>Proposition 3</td>
<td></td>
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<tr>
<td>6.</td>
<td>Develop inquiry questions based on assessment of their teaching practice and grounded in the California Standards for the Teaching Profession and Clear Credential Program Standards, Category B.</td>
<td>1a, 1b, 2b, 2c, 2d, 3c</td>
<td>Proposition 2</td>
<td>Review of Context for Teaching and Learning and Assessment of Teaching and Learning • Inquiry into Teaching and Learning: Individual Induction Plan</td>
</tr>
<tr>
<td>7.</td>
<td>Gather data related to their inquiry questions, create and implement an action plan, reflect on collected evidence, and apply new learning to future practice.</td>
<td>1a, 1b, 2b, 2c, 2d, 3c</td>
<td>Proposition 4</td>
<td>Inquir</td>
</tr>
<tr>
<td>8.</td>
<td>Understand how inquiry into teaching and learning improves their instruction to positively impact student achievement.</td>
<td>2b, 2d</td>
<td>Proposition 4</td>
<td>Inquiry into Teaching and Learning: Individual Induction Plan; Essential Components for Instruction; Entry-Level Assessment; Lesson Plan Template for Observation; Inquiry Observation Record; Analysis of Student Work Summative Assessment</td>
</tr>
<tr>
<td>9.</td>
<td>Reflect upon and summarize growth made during their participation in the Clear Credential Program.</td>
<td>2d, 3c</td>
<td>Proposition 4</td>
<td>Summary of Teaching and Learning: Culminating Questions and Reflections Guide; Self-Assessment of CSTP; Self-Assessment of Induction Standards; Conversation Guides</td>
</tr>
<tr>
<td>10.</td>
<td>Collaborate with colleagues to reflect on and improve teaching and learning.</td>
<td>2c, 2d, 3c</td>
<td>Proposition 4</td>
<td>Peer support through activities online discussion boards and chat sessions • Work with onsite support provider</td>
</tr>
</tbody>
</table>

**REQUIRED MATERIALS**

Formative Assessment for California Teachers (http://www.btsa.ca.gov/FACT)
Continuum of Teaching Practice (http://www.btsa.ca.gov/files/Final-Continuum-of-Teaching-Practice.pdf)
OTHER INSTRUCTIONAL MATERIAL, ACTIVITIES, AND REQUIREMENTS
Students are required to regularly access the course’s Moodle site and their university e-mail account. *Please check your university e-mail account and Moodle on Mondays and on at least two other days each week to remain current on course activities.*

Students are also required search the literature electronically and to compose, print, and send as attachments and word-processed documents.

We will have some Skype chat sessions throughout the course. Download Skype free at [www.skype.com](http://www.skype.com) if you’d like to join the sessions. You do not need a camera, just a microphone.

ONCAMPUS MEETING REQUIREMENTS AND SYNCHRONOUS ACTIVITIES
This course is conducted fully online with no required face-to-face meetings. At the instructor’s discretion, there may be some required synchronous activities. These will be scheduled in advance.

CLASS SCHEDULE
*Note: The content of our course is divided into FACT module components. Unless grouped with other components, each component has its own folder on Moodle with explanations, links to learning activities and assignments, and grading rubrics.*

**Deadlines:** All assignment deadlines are 11:55 p.m.

<table>
<thead>
<tr>
<th>FACT Module Component</th>
<th>Module Title</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Inquiry Plan</td>
<td>Part 1: January 30, Entire Inquiry Plan: May 15</td>
</tr>
<tr>
<td>C-2</td>
<td>Essential Components for Instruction</td>
<td>February 15</td>
</tr>
<tr>
<td>C-3 and C-4</td>
<td>Entry-level assessment and Focus Student Selection</td>
<td>February 28</td>
</tr>
<tr>
<td>C-5, C-6, and C-7</td>
<td>Lesson Plan for Observation, Inquiry Observation Record, and Analysis of Student Work</td>
<td>April 30</td>
</tr>
<tr>
<td>C-8</td>
<td>Summative Assessment</td>
<td>April 30</td>
</tr>
<tr>
<td>C-9</td>
<td>Self Assessments</td>
<td>May 15</td>
</tr>
<tr>
<td>D-1</td>
<td>Culminating Questions and Reflection</td>
<td>May 30</td>
</tr>
<tr>
<td>Present and of High Quality</td>
<td>Comment</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>□ Individual Program Plan (Cells 1 – 10)</td>
<td>Completeness Have you completed all required forms and components of the assignment?</td>
<td></td>
</tr>
<tr>
<td>□ C2: Essential components of instruction</td>
<td></td>
<td></td>
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<tr>
<td>□ C3: Entry-level assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Graded entry-level assessments for 3 focus students</td>
<td></td>
<td></td>
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<tr>
<td>□ C4: Selecting focus students</td>
<td></td>
<td></td>
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<tr>
<td>□ C5: Lesson plan format (or district approved plan that addresses same components)</td>
<td></td>
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<tr>
<td>□ Graded work from 3 focus students</td>
<td></td>
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<tr>
<td>□ C6: Classroom observation</td>
<td></td>
<td></td>
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<tr>
<td>□ C7: Analysis of student work</td>
<td></td>
<td></td>
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<tr>
<td>□ C8: Summative assessment reflection</td>
<td></td>
<td></td>
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<tr>
<td>□ Copy of the summative assessment and scoring guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Assessment of CSTP and Clear Credential Standards 5 and 6</td>
<td>(35 points)</td>
<td></td>
</tr>
<tr>
<td>□ E-2.1</td>
<td></td>
<td></td>
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<tr>
<td>□ E 2.5</td>
<td></td>
<td></td>
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<tr>
<td>□ E 2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ E 2.6a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ E 2.6b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td>Overall Quality Is the work thoughtful and thorough?</td>
<td></td>
</tr>
<tr>
<td>□ Directly address the prompts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Go deeper than surface level and provide</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
evidence that the author is thinking carefully about improving as a teacher  

<table>
<thead>
<tr>
<th>Evidence</th>
<th>(35 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses include</td>
<td></td>
</tr>
<tr>
<td>☐ Use of academic English</td>
<td></td>
</tr>
<tr>
<td>☐ Use of standard conventions of English (e.g., punctuation)</td>
<td></td>
</tr>
<tr>
<td>☐ Careful organization</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>Graduate work is assessed at a higher standard than would be daily communications.</td>
</tr>
<tr>
<td>(15 points)</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>(85 points)</strong></td>
</tr>
</tbody>
</table>
FACT Summary of Teaching and Learning
Scoring Guide

<table>
<thead>
<tr>
<th>Present and of High Quality</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ D1: Culminating Questions and Reflections</td>
<td>Completeness Have you completed all required forms and components of the assignment?</td>
</tr>
<tr>
<td>□ Discussion Board Posting</td>
<td></td>
</tr>
</tbody>
</table>

Responses

| □ Directly address the prompts | Overall Quality Is the work thoughtful and thorough? |
| □ Go deeper than surface level and provide evidence that the author is thinking carefully about improving as a teacher |

Responses include

| □ Use of academic English | Presentation Graduate work is assessed at a higher standard than would be daily communications. |
| □ Use of standard conventions of English (e.g., punctuation) |
| □ Careful organization |

Total: (15 points)
EDEL/EDSC 537 Graduate Studies: Current Issues and Problems (3 units)
Online Section: Clear Credential Program
NOTE: This course spans two semesters (an academic year)

Instructor: [Name]
Email: [Email]
Virtual Office Hours: [Office Hours]

Phone: [Phone]
Office: [Office]

Tech support: Titan HelpDesk (657 278-7777)

Education Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- a. demonstrate strong foundation in subject matter or field of study
- b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- a. promote diversity
- b. make informed decisions
- c. engage in collaborative endeavors
- d. think critically

Outcome 3: Committed and Caring Professionals
- a. become change agents
- b. maintain professional and ethical standards
- c. become life-long learners
DEPARTMENT OF ELEMENTARY AND BILINGUAL EDUCATION THEME

**Equity and Excellence** – We are committed to uphold the ideals of respect for the dignity and inherent worthiness of each person. We value all aspects of human development and emphasize the diverse gifts, needs, and interests of each learner. We embrace and are committed to the inclusion of multiple perspectives, voices, cultures, languages, values and knowledge. We develop and model varied learning and teaching methodologies in our classes.

**Community and Social Change** – We are committed to developing reflective and ethical leaders with a global perspective. Through reflective practices and a focus on lifelong learning, we prepare students to act as change agents as they influence decision making in schools and communities.

**Knowledge and Wisdom** – We are committed to a philosophy of preparing educational leaders through a course of study that bases practice upon knowledge of current research in curriculum and instruction. We further embrace the notion of knowledge being acquired through a variety of past and current experiences, methods and processes such as curiosity, critical thinking, and self-reflection.

The Mission of the Department of Secondary Education

The Mission of the Department of Secondary Education is to develop quality secondary school teachers. We are committed to providing a program that reflects the complex contexts of the secondary classroom and models a professional community where learning is interactive and dynamic.

Our philosophy is to prepare educational leaders through a course of study which bases practice upon knowledge of current research in curriculum and instruction. We develop students as life-long learners, reflective practitioners, and change agents who positively influence decision-making in schools and communities to improve the education of adolescents.

Students with Special Needs: Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to engaging in class activities, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (http://www.fullerton.edu/DSS/) in order to be accommodated in their courses.

Academic Dishonesty Policy: Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/senate/.
Two-week plan for distance instruction should on-campus instruction be interrupted: In case of instruction interruption, please check the course Moodle site for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Moodle groupings), and text and electronic readings. If an emergency disrupts normal campus operations or causes the university to close for an extended period of time (3 days or longer), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

In the event of emergency: Contact the University Police at 657-278-3333.

TECHNICAL REQUIREMENTS FOR COMPUTER SYSTEM
- To fully participate in this course you will need a computer system that meets the following minimum technical specifications. Note: the latest versions of software listed will be used.
- Computer system capable of color, sound, video, running Windows 95 or higher, or Macintosh OS 8.6 or higher
- A monitor capable of displaying information at least 800X600 pixels
- Reliable Internet connection (preferably high speed)
- An Internet browser compatible with your operating system
- CSUF Email account (with attachment capability)
- Plug-ins: Adobe PDF reader, Real Player, Flash
- Internet Connection: DSL or Cable Modem required. You are required to have a dependable connection to the internet that allows you to communicate LIVE using the Internet. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.
- Software: Microsoft Office (Word, PowerPoint, Excel)
  Many materials for this course are developed with Office 2007 products such as Word, PowerPoint and Excel. If you are using a previous version of Office, download the free compatibility pack to allow you access all materials. (see External Links on Moodle)
- We will have some Skype chat sessions throughout the course. Download Skype free at www.skype.com if you’d like to join the sessions. You do not need a camera, just a microphone.

INSTRUCTIONAL AND TECHNICAL SUPPORT AND ALTERNATE SUBMISSION OF WORK
Instructional support is provided by the many resources at the Pollack Library (http://www.library.fullerton.edu/default.aspx) Technical support for all CSUF students is delivered by the Information Technology Help Desk at (657) 278-7777. Contact instructor if alternative methods for submission of work are necessitated by technical difficulties.

AUTHENTICATION OF STUDENT WORK
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

COMMUNICATING WITH THE COURSE INSTRUCTOR AND PEERS
Contacting the instructor can be accomplished in a variety of ways. E-mail is the preferred method. The instructor will attempt to respond to all questions sent by e-mail within a 48-hour period. The instructor will maintain online office hours, as listed above. E-mails sent to the instructor during this time will be answered more quickly. Telephone contact is also an option. Please leave a message.
NETIQUETTE

Students are expected to conduct themselves in a professional manner during this online class. They are to take full advantage of the learning opportunities available, including active participation in group work, participating in weekly online discussions and assignments, and adhering to proper netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity—especially with e-mail and threaded-discussions. The core rules of netiquette can be found at http://www.albion.com/netiquette/corerules.html. Please read through these netiquette rules to ensure that you are familiar with what will be the expected online behavior for this course.

COURSE DESCRIPTION FROM THE CATALOG

EDEL/EDSC 537 Graduate Studies: Current Issues and Problems (3 units) Prerequisite: teaching credential. Problems and issues in elementary and secondary education, their causes and possible solutions.

STUDENT GOALS (Note: These goals are specific and discrete, and the course spans two semesters)

Pedagogy Outcomes (Based on Clear Credential Program Standard 5)
As a result of the program, participating teachers will...

1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction
2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment
3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction
4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners
5. Create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.

Educational Technology Outcomes (Based on Clear Credential Program Standards 5 and 6)
As a result of the program, participating teachers will...

6. Demonstrate fluent, critical use of technological resources.
7. Plan, assess, and deliver instruction so that all students can learn.
8. Enable students to use technology to advance their learning.
9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.
10. Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.

English Learner Outcomes (Based on Clear Credential Program Standards 5 and 6)
As a result of the program, participating teachers will...

11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation processes.
12. Plan and deliver standards-aligned instruction for English learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures.
13. Differentiate instruction using multi-tiered interventions based students’ assessed language proficiency, culture, level of acculturation, and prior schooling.
14. Implement the locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD.

**Inclusive Teaching (Special Populations) Outcomes** (Based on Clear Credential Program Standard 6B)

As a result of the program, participating teachers will...

15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.
16. Protect and support all students by designing and implementing equitable and inclusive environments.
17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices.
18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.
19. Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.
20. Based on assessed student needs, provide accommodations and implement modifications.
21. Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.
22. Instruct special populations using adopted standards-aligned instructional materials and resources.

**ASSIGNMENTS**

(Due dates are to be determined through negotiation between instructor and participating teacher. The instructor and participating teacher develop a yearlong tentative calendar for approaching goals related to the course’s four components.)

Participating teachers must document mastery of every course goal over the length of the year-long course. Assignments are individualized so that input activities (such as readings and professional development activities) are based on the participating teacher’s context. Mastery of course goals is demonstrated in the participating teacher’s portfolio, with one entry for each of the course goals.

Portfolio entries include two components (a) a reflection and (b) one or more artifacts that demonstrate mastery and illustrate the reflection. A single artifact may be used for documentation of more than one course goal. Each entry is scored from between 1 and 6 points.

Course assignments are individualized (contract-based) devised by the participating teacher and the instructor. The participating teacher is strongly encouraged to study the work occurring in EDEL/EDSC 502E & F to ensure that formative assessment activities support development and mastery of EDEL/EDSC 537 learning goals.

Online learning activities in support of the course goals are largely (though not completely) individualized. Representative online learning activities include:

- Peer and instructor support through discussion board postings
- Peer and instructor support through chat sessions
- Synchronous conferences such as Skype calls
- Internet research
- Participation in professional social networks

Because these are learning activities and not assessment activities, they are not awarded points. Grades in EDEL/EDSC 537 are awarded based on students’ mastery of outcomes related to the course goals.
The course goals and portfolio sections are arranged in the following categories:

1. Pedagogy (25 points)
2. Educational Technology (25 points)
3. English Learners (25 points)
4. Inclusive Teaching (Special Populations) (25 points)

For each course goal, participating teachers must develop a learning contract that meets these categories:

- Learning Activities: Input (Web-based or print-based reading; local professional development sessions; interviews with specialists)
- Application in the classroom
- Portfolio entry: Reflection on how the application demonstrates mastery of the course goal (Portfolio entry: reflection and artifact)

**GRADING POLICY**

Course grades are based on completion of the Clear Credential Program Portfolio. Each portfolio entry demonstrates mastery of one of the 22 course goals. Portfolio entries are each graded according to the following rubric. Because each entry reflects mastery of a course goal, each must earn a minimum score of 4. To meet clear credential program requirements, you must earn 70% of the total course points possible.

Further, the course employs plus/minus grading, according to the following categories:

- A+ = 99-100%
- A = 93 – 98.9%
- A- = 90 - 92.9%
- B+ = 87-89.9%
- B = 83 – 86.9%
- B- = 80 – 82.9%
- C+ = 77-79.9%
- C = 73 – 76.9%
- C- = 70 – 72.9%
- D+ = 67-69.9%
- D = 63 – 66.9%
- D- = 60 – 62.9%
- F = Below 60

Submit portfolio entries as you complete them. Before portfolio submission, self-assess your work according to the course rubric, found on the last page of this syllabus.

Courses in the Clear Credential Program are aligned with the core propositions established by the National Board for Professional Teaching Standards. There are five core propositions. More information can be found at [http://www.nbpts.org/the_standards/the_five_core_propositions](http://www.nbpts.org/the_standards/the_five_core_propositions)

Proposition 1: Teachers are committed to students and learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities.

<table>
<thead>
<tr>
<th>Student Goals</th>
<th>Program Outcomes</th>
<th>Core Proposition</th>
<th>Activity or Assignment and Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction</td>
<td>1b</td>
<td>2</td>
<td>• Portfolio entry. Possible artifact: Continuum of teaching skills ratings</td>
</tr>
<tr>
<td>2. Utilize adopted academic content standards and</td>
<td>1a, 1b</td>
<td>2</td>
<td>• Portfolio entry. Possible artifact: Unit plan from FACT Inquiry.</td>
</tr>
<tr>
<td>Performance Levels</td>
<td>Standards</td>
<td>Evidence</td>
<td></td>
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</tr>
<tr>
<td>Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction</td>
<td>2b, 2d</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners</td>
<td>1b, 2a</td>
<td>1, 2</td>
<td></td>
</tr>
<tr>
<td>Create and maintain well-managed classrooms that foster students’ physical, cognitive, emotional, and social well-being.</td>
<td>1b</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Demonstrate fluent, critical use of technological resources.</td>
<td>1c</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Plan, assess, and deliver instruction so that all students can learn.</td>
<td>1b, 2a</td>
<td>2, 3</td>
<td></td>
</tr>
<tr>
<td>Enable students to use technology to advance their learning.</td>
<td>1c</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.</td>
<td>1c, 3b</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.</td>
<td>1c, 2c</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Adhere to legal and ethical obligations and implement district policies</td>
<td>2a, 3b</td>
<td>1, 5</td>
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</tr>
</tbody>
</table>

Possible artifacts:
- Assessment tables and reflections from FACT Inquiry.
- Lesson plan demonstrating differentiation to account for CSDC information.
- Observation report for CSTP Standard 2 (Classroom Environment).
- Portaportal site of technological resources.
- Records of electronic communications with family members (websites, blogs, emails).
- Examination of district policies for English learners.
<p>| | | | |</p>
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</thead>
<tbody>
<tr>
<td><strong>12. Plan and deliver standards-aligned instruction for English learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures.</strong></td>
<td>1b, 2a</td>
<td>1, 2</td>
<td>Portfolio entry. Possible artifact: FACT Inquiry lesson plan and assessment information from</td>
</tr>
<tr>
<td><strong>13. Differentiate instruction using multi-tiered interventions based on students’ assessed language proficiency, culture, level of acculturation, and prior schooling.</strong></td>
<td>1b, 2a</td>
<td>1, 2</td>
<td>Portfolio entry. Possible artifact: Records of multi-tiered, language and culture-based differentiation.</td>
</tr>
<tr>
<td><strong>14. Implement the locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD.</strong></td>
<td>1b, 2a</td>
<td>1, 3</td>
<td>Portfolio entry. Possible artifact: Observed ELD lesson.</td>
</tr>
<tr>
<td><strong>15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.</strong></td>
<td>2a, 2b, 3a</td>
<td>3</td>
<td>Portfolio entry. Possible artifact: conflict mediation procedures and examples.</td>
</tr>
<tr>
<td><strong>16. Protect and support all students by designing and implementing equitable and inclusive environments.</strong></td>
<td>2a, 3b</td>
<td>1, 2</td>
<td>Portfolio entry. Possible artifact: Classroom environment assessment.</td>
</tr>
<tr>
<td><strong>17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices.</strong></td>
<td>2a, 2d, 3a</td>
<td>1, 4</td>
<td>Portfolio entry. Possible artifact: Classroom bias assessment.</td>
</tr>
<tr>
<td><strong>18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.</strong></td>
<td>2a, 3b</td>
<td>1, 5</td>
<td>Portfolio entry. Possible artifact: District policies related to special populations.</td>
</tr>
<tr>
<td></td>
<td>Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.</td>
<td>2c</td>
<td>1, 5</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td></td>
<td>Based on assessed student needs, provide accommodations and implement modifications.</td>
<td>1b, 2a</td>
<td>1, 2</td>
</tr>
<tr>
<td></td>
<td>Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.</td>
<td>2a, 2b</td>
<td>1, 3</td>
</tr>
<tr>
<td></td>
<td>Instruct special populations using adopted standards-aligned instructional materials and resources.</td>
<td>1b, 2a</td>
<td>1, 2</td>
</tr>
</tbody>
</table>

**REQUIRED MATERIALS**
Formative Assessment for California Teachers (http://www.btsa.ca.gov/FACT)

**OTHER INSTRUCTIONAL MATERIALS, ACTIVITIES, AND REQUIREMENTS**
Students are required to regularly access the course’s Moodle site and their university e-mail account. Please check your university e-mail account and Moodle on Mondays and on at least two other days each week to remain current on course activities.

Students are also required search the literature electronically and to compose, print, and send as attachments and word-processed documents.

**ONCAMPUS MEETING REQUIREMENTS AND SYNCHRONOUS ACTIVITIES**
This course is conducted fully online with no required face-to-face meetings. At the instructor’s discretion, there may be some required synchronous activities. These will be scheduled in advance.

**GRADING RUBRIC**
Portfolio entries are each graded according to the following rubric. Each entry reflects mastery of a course goal and thus must earn a minimum score of 4.

This rubric applies to the content of the entry. Graduate-level writing is expected to be clear, compelling, and error-free academic language. Points will be subtracted from portfolio entries that do not demonstrate graduate-level writing.
Your grade in EDEL/EDSEC is based solely upon your mastery of course goals, as demonstrated by portfolio entries. Formative activities such as participation in online forums are intended to support your learning; they are not summative in nature and thus have no course points associated with them.

You have the entire year to submit 22 portfolio entries. A portfolio entry consists of a reflection that addresses the course goal and one or more artifacts that serve as evidence of mastery. You may use materials that you have developed as part of your clear credential experience as artifacts. In some cases, you will need to develop new artifacts to demonstrate your growing competence. Note: A well chosen, rich artifact might demonstrate mastery of more than one course outcome.

**Semester 1 (September – December)**
- Instruction plan: Approximately 22 hours of course-related activities
- Assessment plan: 11 portfolio entries

**Semester 2 (January – May)**
- Instruction plan: Approximately 23 hours of course-related activities
- Assessment plan: 11 portfolio entries

**Sample Weekly Instructional Activities**
- Internet reading of recommended sites and research
- Site- and district-based interviews of specialists
- Planning, implementation, and assessment of instruction in your classroom
- Analysis of student assessment data
- Analysis and revision of classroom environment
- Attendance at local professional development appropriate for your context
- Examination and implementation of local and district-level policies

Your course calendar will be determined by you and your instructor based on your individual context and current level of mastery. The calendar, below, is an example.
<table>
<thead>
<tr>
<th>Month(s)</th>
<th>Course Goals</th>
<th>Sample Learning Activities</th>
<th>Assignment: Portfolio Entry Possible artifacts</th>
</tr>
</thead>
</table>
| September | 9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.  
11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation processes  
18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations. | • Examine web-based materials regarding your students' demographics and your site and district's mission and assessment data, if available  
• Locate and examine your district’s Acceptable Use Policy.  
• Interview your site technology expert on implementation of the Acceptable Use Policy  
• Interview a site or district specialist or your support provider regarding district policies related to special populations. | • A-1 Class Profile (FACT)  
• A-2 Classroom Layout (FACT)  
• A-3 School and District Resources (FACT)  
• A-4 Home/School Communication (FACT)  
• A-5 Site Orientation (FACT)  
• Acceptable use policy |
| October | 5. Create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.  
15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.  
21. Recognize student strengths and needs, use positive behavioral support | • Attend local professional development on classroom environments  
• Revise classroom management plan (from preservice program) to meet demands of current context  
• Research positive behavior support (sample sites: http://www.pbis.org/  
http://www.apbs.org/  
http://www.nasponline.org/resource/s/factsheets/pbs_fs.aspx) | • A-6 Community Map (FACT)  
• B-1 Connecting Prior Experiences to the Clear Credential Program (FACT)  
• B-2 Identifying an Area of Focus and Preparing for Initial Classroom Observation (FACT)  
• conflict mediation procedures and examples  
• Discipline plan with strength-based approach clearly demonstrated. |
strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

<table>
<thead>
<tr>
<th>November Suggested focus: Team Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students’ assessed levels of academic, behavioral, and social needs.</td>
</tr>
<tr>
<td>• Review student plans (e.g., IEPs, 504s, BIPS)</td>
</tr>
<tr>
<td>• Interview Educational Specialists on site</td>
</tr>
<tr>
<td>• Study IRIS models for collaborative approaches. See Related Services, <a href="http://iris.peabody.vanderbilt.edu/resources.html">http://iris.peabody.vanderbilt.edu/resources.html</a></td>
</tr>
<tr>
<td>• B-3 Reflecting on your Practice (FACT)</td>
</tr>
<tr>
<td>• Meeting notes for SST, 504, or IEP meeting. Subsequent notes of follow up services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December Suggested focus: Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Demonstrate fluent, critical use of technological resources.</td>
</tr>
<tr>
<td>8. Enable students to use technology to advance their learning.</td>
</tr>
<tr>
<td>10. Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.</td>
</tr>
<tr>
<td>• Conduct inventory assessment on technologies available at the local site</td>
</tr>
<tr>
<td>• Participate in local training on technologies available at the site</td>
</tr>
<tr>
<td>• Conduct internet research on locally available technologies for student use and implement technology rich instruction (student samples: digital photos, digital storytelling, powerpoints, blogs, wikis, podcasts, glogsters, websites)</td>
</tr>
<tr>
<td>• Survey students' families for available technologies</td>
</tr>
<tr>
<td>• Implement technology-based communication plan based on results (examples: Create a class website; create a blog; utilize e-mail communication; create a bookmarking site)</td>
</tr>
<tr>
<td>• B-4 Self-Assessment (E-2.1-E-2.6B) (FACT)</td>
</tr>
<tr>
<td>• Portaportal site of technological resources</td>
</tr>
<tr>
<td>• Lesson plan or products created by students using technology</td>
</tr>
<tr>
<td>• Portfolio entry. Possible artifacts: Records of electronic communications with family members (websites, blogs, emails).</td>
</tr>
</tbody>
</table>
| January and February | 20. Based on assessed student needs, provide accommodations and implement modifications. | • Review students' plans (IEPS, 504s, BIP). Note: If you have no students with identified special needs: Adopt two: a gifted student and a student with a learning disability.  
• Conduct additional research on students' learning needs and appropriate interventions (begin at www.portaportal.com and insert username kcase)  
• Plan and teach a lesson that includes explicit accommodations and modifications based on actual needs (or hypothetical, adopted students' needs). |
| Suggested focus: Special Populations | 22. Instruct special populations using adopted standards-aligned instructional materials and resources. | • C-1 Individual Program Plan Part 1 (FACT)  
• C-2 Essential Components for Instruction (FACT)  
• C-3 and C-4 Entry-level assessment and Focus Student Selection (FACT)  
• Student IEPS and examples of actual accommodations and modifications |

| March | 12. Plan and deliver standards-aligned instruction for English learners based on the students’ levels of proficiency and literacy in English and primary language as assessed by multiple measures. | • Read California’s English Language Development Standards www.cde.ca.gov/be/st/ss/documents/englangdevstnd.pdf  
• Interview your site’s ELD specialist or administrator for the program model in place at your school.  
• Observe an experienced teacher deliver ELD instruction in accordance with your site’s model.  
• Have an experienced teacher observe you delivering ELD instruction in accordance with your site’s model. |
| Suggested focus: English learners | 13. Differentiate instruction using multi-tiered interventions based students' assessed language proficiency, culture, level of acculturation, and prior schooling. | • Reflection to briefly explain your site’s ELD model and an explanation of how you implement ELD instruction.  
• Classroom schedule showing ELD instruction, lesson observation of ELD lesson. |
| April      | Suggested focus: Standards-based, integrated instruction and assessment | 1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction  
2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment  
3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.  
4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners  
7. Plan, assess, and deliver | • Interview your support provider on local required and recommended student assessments.  
• Conduct a web-search for instructional strategies that are new to you and appropriate for your chosen content area  
• Analyze diagnostic assessment data. Use this to prepare a lesson (see next).  
• Analyze the content standards appropriate for your students in your selected content. Use this analysis to prepare a lesson. | • C-5, C-6, and C-7 Lesson Plan for Observation, Inquiry Observation Record, and Analysis of Student Work (FACT)  
• C-8 Summative Assessment (FACT) |
| May | Suggested focus: Looking Deeper into Equity | 16. Protect and support all students by designing and implementing equitable and inclusive environments. 17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices. | • Study achievement-gap and opportunity-gap data (e.g. CST scores) for your context. • Conduct a web search regarding equity in the educational context. Sample theorists include Ladson-Billings, Berliner, and Kozol. • Conduct research (e.g., interviews, anonymous quickwrites) with students for their perspectives on equity. • Conduct research on culturally responsive practices. • Rewrite your classroom management plan to incorporate a clearer focus on culturally responsive and equitable practices. • Entire Individual Program Plan E-2.1-2.6B Self Assessments (FACT) D-1 Culminating Questions and Reflection (FACT) Results of student research and analysis of results. New classroom management plan |
EDEL 537- GRADING RUBRIC FOR PORTFOLIO ENTRIES- Module 1
Focus: Understanding Local Context

Portfolio entries are each graded according to the following rubric. Each entry reflects mastery of a course goal and thus must earn a minimum score of 4. This rubric applies to the content of the entry that includes the reflection and artifact(s). Graduate-level writing is expected to be clear, compelling, and error-free academic language. Points will be subtracted from portfolio entries that do not demonstrate graduate-level writing. Each portfolio entry (course goal) is given one score after artifacts and reflection have been reviewed.

Student Name: ----------------------------------------

- Does not meet each component of the course goal
- Does not fully explain explanation artifact(s)
- Connections with course goals is inadequate, incomplete, or missing
- Explanation of how artifact(s) demonstrate mastery of the course goal is inadequate, incomplete, or missing
- Meets each component of the course goal
- Explains 1 artifact
- Connections with course goals; explanation may be cursory
- Explains how artifact(s) demonstrate mastery of the course goal
- Meets each component of the course goal
- Explains 1-2 quality artifacts
- Connections with course goals; explanation is mostly accurate
- Explains how artifact(s) demonstrate mastery of the course goal with a high level of accurate detail
- Meets each component of the course goal
- Explains 2 or more quality artifacts
- Connections with course goals with a high level of accurate detail
- Explains how artifact(s) demonstrate mastery of the course goal with a high level of accurate detail

Course Goal/Portfolio entry # 9: Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.

SCORE ______
Artifacts: ____________________________________________

Course Goal/Portfolio entry # 11: Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation process.

SCORE ______
Artifacts: ____________________________________________

Course Goal/Portfolio entry # 18: Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.

SCORE ______
Artifacts: ____________________________________________

Module 1 Reflection:
______________________________________________________________________________

Comments:
______________________________________________________________________________
Course Calendar of Portfolio Entries  
(with due dates)

Your grade in EDEL/EDSC 537 is based solely upon your mastery of course goals, as demonstrated by portfolio entries. Formative activities such as participation in online forums are intended to support your learning; they are not summative in nature and thus have no course points associated with them. Participating in Sample Learning Activities will enhance the learner's experience and enrich learning. Completing all or some of these activities is strongly suggested but not required. No points are awarded for the Sample Learning Activities.

Candidates must successfully complete all semester 1 portfolio entries by December 10, 2013 to move into the second semester. A portfolio entry consists of (a) a reflection that addresses the course goal and (b) two or more artifacts that serve as evidence of mastery of the goal.

Some learning goals will have required artifacts, however some will allow student choice.

Semester 1 (September-December)
• Instruction plan: Approximately 23 hours of course-related activities (More hours may be needed based on the individual learner.)
• Assessment plan: 10 portfolio entries

Semester 2 (January-May)
• Instruction plan: Approximately 22 hours of course-related activities (More hours may be needed based on the individual learner.)
• Assessment plan: 12 portfolio entries
<table>
<thead>
<tr>
<th>Module</th>
<th>Course Goals</th>
<th>Sample learning Activities</th>
<th>Possible Artifacts</th>
</tr>
</thead>
</table>
| Module 1 | 9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.  
11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and redesignation processes  
18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations. | • Examine web-based materials regarding your students' demographics and your site and district's mission and assessment data, if available  
• Locate and examine your district's Acceptable Use Policy.  
• Interview your site technology expert on implementation of the Acceptable Use Policy  
• Interview a site or district specialist or your support provider regarding district policies related to special populations. | • A-1 Class Profile (FACT)  
• A-2 Classroom Layout (FACT)  
• A-3 School and District Resources (FACT)  
• A-4 Home/School Communication (FACT)  
• A-5 Site Orientation (FACT)  
• Acceptable use policy for the district or school where you are employed  
• Your personal Internet guidelines for parents' home use |
| Module 2 | 5. Create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.  
15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.  
21. Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations. | • Attend local professional development on classroom environments  
• Revise classroom management plan (from preservice program) to meet demands of current context  
• B-1 Connecting Prior Experiences to the Clear Credential Program (FACT)  
• B-2 Identifying an Area of Focus and Preparing for Initial Classroom Observation (FACT)  
• Conflict mediation procedures and examples  
• Discipline plan with strength-based approach clearly demonstrated.  
• Your classroom participatory management  
• Annotated photos of the classroom management system that you have in place in your classroom.  
• Interview with your support provider or other on-site mentor about his/her classroom system.  
• Detailed explanation with diagrams and/or of how you have developed course goal 5, or 15 21in your classroom.  
• Interview the Resource teacher at your school about developing a safe, inclusive and healthy learning environment |
<table>
<thead>
<tr>
<th>Module</th>
<th>Released Date</th>
<th>Portfolio Due Date</th>
<th>Focus</th>
<th>Entry-Level Assessment and Focus:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td>11.12.13</td>
<td>12.9.13</td>
<td>Team</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>12.10.13</td>
<td>1.27.14</td>
<td>Technology</td>
<td></td>
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</tr>
<tr>
<td><strong>20</strong></td>
<td>1.28.14</td>
<td>2.24.14</td>
<td>Special Populations</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Module 3: Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral, and social needs.

- Review student plans (e.g., IEPs, 504s, BIPS)
- Interview Educational Specialists on site
- Study IRIS models for collaborative approaches. See Related Services, [Imp_jiris_qebody.vanderbilt.edu](Imp_jiris_qebody.vanderbilt.edu)
- B-3 Reflecting on your Practice (FACT)
- Meeting notes for SST, 504, or IEP meeting. Subsequent notes of follow up services.
- Your policies or system for communicating with parents and families.

### Module 4: Demonstrate fluent, critical use of technological resources.

- Conduct inventory assessment on technologies available at the local site
- Participate in local training on technologies available at the site
- Conduct internet research on locally available technologies for student use and implement technology rich instruction (student samples: digital photos, digital storytelling, powerpoints, blogs, wikis, podcasts, glogsters, websites)
- Survey students' families for available technologies
- Implement technology-based communication plan based on results (examples: Create a class website; create a blog; utilize e-mail communication; create a book marking site)

### Modules 20: Based on assessed student needs, provide accommodations and implement modifications.

- Review students' plans (IEPS, 504s, BIP). Note: If you have no students with identified special needs: Adopt two: a gifted student and a student with a learning disability.
- Conduct additional research on students' learning needs and appropriate interventions (begin www.portaportal.com and username kcase)
- C-11 Individual Program Plan Part 1 (FACT)
- C-2 Essential Components for Instruction
- C-3 and C-4 Entry-level assessment and Focus Student Selection (FACT)
- Student IEPs and examples of actual Focus: accommodations and modifications
- Records of Student Study Team meetings you attended
### Module 6
Released 2.25.14
Portfolio entries due: 3.24.14
Focus: Learners of the English Language

| 12. Plan and deliver standards-aligned instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures. | • Read California’s English Language Development Standards [www.cde.ca.gov/Lbe/Lst/LssLdocumen tsLenglangdevstnd.pdf](http://www.cde.ca.gov/Lbe/Lst/LssLdocumentsLenglangdevstnd.pdf)  
• Interview your site's ELD specialist or administrator for the program model in place at your school.  
• Observe an experienced teacher deliver ELD instruction in accordance with your site's model.  
• Have an experienced teacher observe you delivering ELD instruction in accordance with your site's model. |

| 13. Differentiate instruction using multi-tiered interventions based students' assessed language proficiency, culture, level of acculturation, and prior schooling. |  |

| 14. Implement the locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD. |  |

### Module 7
Released 3.25.14
Portfolio entries due: 4.21.14
Focus: Standards-based, integrated instruction and assessment

| 1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction | • Interview your support provider on local required and recommended student assessments.  
• Conduct a web-search for instructional strategies that are new to you and appropriate for your chosen content area  
• Analyze diagnostic assessment data. Use this to prepare a lesson (see next).  
• Analyze the content standards appropriate for your students in your selected content. Use this analysis to prepare a lesson. |

| 2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment | • C-5, C-6, and C-7 Lesson Plan for Observation, Inquiry Observation Record, and Analysis of Student Work (FACT)  
• C-8 Summative Assessment (FACT) |

| 3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. |  |

| 4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic |  |
| Modules |  
| --- | --- |
| Released 4.22.14 | Portfolio entries due: 5.5.14 |
| Focus: Looking |  
| Dee(2er into f.9ll..iffy) |  
|  
| 16. Protect and support all students by designing and implementing equitable and inclusive environments. |  
| 17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices. |  
|  
| - Study achievement-gap and opportunity-gap data (e.g. CST scores) for your context. |  
| - Conduct a web search regarding equity in the educational context. Sample theorists include Ladson-Billings, Berliner, and Kozol. |  
| - Conduct research (e.g., interviews, anonymous quickwrites) with students for their perspectives on equity. |  
| - Conduct research on culturally responsive practices. |  
| - Rewrite your classroom management plan to incorporate a clearer focus on culturally responsive and equitable practices. |  
|  
| - Completed Individual Program artifact in addition to another. |  
| - E-2.1-2.6B Self Assessments |  
| - 0-1Culminating Questions |  
| - Results of student research |  
| - New classroom management plan |
Other Evidence
California State University, Fullerton
Clear Credential Program

COORDINATOR ROLES AND RESPONSIBILITIES

Overview: The Clear Credential Program Coordinator will be a faculty member in the College of Education. The position will be funded through participating teacher fees paid to the office of University Extended Education (UEE). Funding allotted to the position will be based on the number of participating teachers enrolled in the program. The Coordinator will oversee all program activities, including participant recruitment; communication with UEE, district or agency personnel, and CSUF’s credential office; instruction; assessment; verification of completion process; and program evaluation.

Pre-program Responsibilities
- Work with UEE to advertise program
- Review participating teacher applications
- Verify participating teacher eligibility with employing districts
- Establish agreements with districts and participating teachers
- Support participating teachers in development of Clear Credential Program Study Plan
- Provide orientation to EDEL/EDSC 502 instructor(s)
- Provide orientation to EDEL/EDSC 537 instructor(s)
- Work with districts to select local Support Providers
- Establish agreements with Support Providers
- Set up fall courses with UEE
- Work with department chairs to select program faculty

First-semester Responsibilities
- Provide general oversight of program, including participating teacher progress
- Provide program orientation to participating teachers
- Provide program orientation to local Support Providers and site administrators
- Provide support and assessment training for local Support Providers
- Communicate with districts, as needed
- Communicate with EDEL/EDSC 502 and 537 instructors
- Convene advisory board
- Monitor online materials
- Ensure ongoing compliance with standards
Set up spring courses with UEE  
Conduct progress check with site administrators  
Respond to inquiries from participating teachers, Support Providers, instructors, site administrators, district-level administrators, UEE, credential office, potential participating teachers, and CTC  
Ensure updating of website, as needed  
Conduct evaluation activities  

Second-semester Activities  
Provide general oversight of program, including participating teacher progress  
Provide support and assessment training for local Support Providers  
Communicate with districts, as needed  
Communicate with EDEL/EDSC 502 and 537 instructors  
Convene advisory board  
Monitor online materials  
Ensure ongoing compliance with standards  
Conduct progress check with site administrators  
Respond to inquiries from participating teachers, Support Providers, instructors, site administrators, district-level or agency administrators, UEE, credential office, potential participating teachers, and CTC  
Ensure updating of website, as needed  
Verify program completion  
Work with credential office to submit credential applications  
Conduct evaluation activities
Clear Credential Program Exit Survey

Thank you for participating in the CSU Fullerton Clear Credential Program Exit Survey for advanced programs in Education. The survey will take approximately 15-20 minutes. We will use the information you have given us to help improve our programs. Your responses are confidential.

1. Please select your department:
   - Elementary and Bilingual Education
   - Secondary Education
   - Special Education
   - Reading Education
   - Educational Leadership
   - TESOL
   - Science Education
   - Clear Credential Program-Extended Education
Please think about your learning experiences in the program that you are about to complete or recently completed, and respond to the following questions.

2. **My program provided appropriate advisement.**
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

3. **My program provided preparation for my culminating experience (project, thesis, qualifying exam, NBPTS certification submission, Clear Credential application process).**
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

4. **My program provided quality online instruction (Titanium, Epsilen, online modules and/or courses).**
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

5. **The courses in my program included assignments that were appropriate to course goals.**
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

6. **The courses in my program included fairness in assessment.**
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
7. The courses in my program included intellectual challenge.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

8. The courses in my program included ample opportunities to expand knowledge of research that is relevant to my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

9. The courses in my program included assignments that helped me link theory to practice.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

10. The faculty demonstrated models of good teaching.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

11. The faculty demonstrated strong subject matter knowledge.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

12. The faculty were responsive to students.
Strongly Agree
Agree
Disagree
Strongly Disagree
As a graduate of this program:

13. I have improved my ability to collaborate with other professionals in school settings.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

14. I have increased my ability to use technology to support teaching and learning, or as appropriate to my role in schools.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

15. I am better prepared to make informed decisions about problems I face as a professional.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

16. I have increased my ability to promote equity and diversity.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

17. I apply my understanding of professional and ethical standards in my work with colleagues, students, families, and community.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
18. I have increased my knowledge of the foundational research that informs my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

19. I have the knowledge base required to successfully explain the key concepts in my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

20. I have become more knowledgeable about professional, state, and institutional content standards that guide my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

21. I have increased my ability to design and implement instruction for diverse learners.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

22. I have the ability to design and implement assessments that are aligned with instructional goals and learner characteristics.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
23. I am more able to identify needed change.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

24. I have improved my ability to influence decision-making within my professional setting.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

25. I feel more qualified to accept leadership roles.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

26. I continue to be motivated to seek professional growth opportunities.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

27. I have improved my abilities as a reflective and ethical practitioner.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

28. I understand how policy shapes practice and impacts the context of student learning.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree
29. I have increased my ability to foster relationships among schools, families, and community to enhance student learning.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

30. The role of my support provider enhanced my experience in the CSUF CCP.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

31. The role of the CSUF Faculty enhanced my experience in the CSUF CCP.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

32. I was able to manage the CSUF CCP with the responsibilities and expectations of my employer.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

33. I am more prepared to teach all learners effectively as a result of having completed the CSUF CCP.
   - Strongly Agree
   - Agree
   - Disagree
   - Strongly Disagree

*34. Overall, what were the strongest aspects of this program?
*35. What recommendation do you have to strengthen this program?

*36. Do you have any other comments?

37. Would you recommend this program to a colleague?
   - Yes
   - No
   - Maybe

*38. For question 37, please explain.

39. Please select your current position.
   - Administrator
   - K-12 teacher
   - Resource
   - Other

40. What is the next professional step you want to make?
You are on the last page of the survey! Please complete the following information about yourself so that we may follow up with you in one year. Your responses to this survey will remain confidential. Only aggregated data will be reported.

Please complete the following information about where you currently work. If you are not currently working in a school setting, please write NA.

*41. District:
School(s):
Years of experience in your profession:
Where you received your preliminary credential:

42. Please select your gender (optional).

理想的  Male
理想的  Female

43. Using California Ed-Data categories, please indicate your race or ethnicity (optional).

理想的  American Indian
理想的  Asian
理想的  Pacific Islander
理想的  Filipino/a
理想的  Hispanic
理想的  African American
理想的  White
理想的  Multiple/No Response
Please select your opinion of each of the following statements as they apply to the FACT Formative Assessment System.

1. Completing this Clear Credential Program has been effective in helping make changes to my instructional practices.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Does not apply

2. I clearly understand the inquiry process and am using it to make changes that improve student achievement.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
   - Does not apply
Please select your opinion of each of the following statements as they apply to the CSUF Clear Credential Program.

3. The program has been effective in helping me use FACT to improve my teaching.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

4. I have been provided with sufficient structure to successfully complete the program.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree

5. I clearly understand how to demonstrate the Induction Standards through completion of the FACT System.
   - Strongly agree
   - Agree
   - Disagree
   - Strongly disagree
Please indicate approximately how often you have engaged in the following assessment activities.

6. **My Support Provider's formal or informal observation of my teaching**
   - Every 1-2 months
   - Twice in the past 10 months
   - Once in the past 10 months
   - Never in the past 10 months

7. **My own collection of evidence of my teaching practice**
   - Every 1-2 months
   - Twice in the past 10 months
   - Once in the past 10 months
   - Never in the past 10 months

8. **My own analysis of my student's work**
   - Every 1-2 months
   - Twice in the past 10 months
   - Once in the past 10 months
   - Never in the past 10 months

9. **My own observation of experienced teachers**
   - Every 1-2 months
   - Twice in the past 10 months
   - Once in the past 10 months
   - Never in the past 10 months

10. **My own reflection on my teaching**
    - Every 1-2 months
    - Twice in the past 10 months
    - Once in the past 10 months
    - Never in the past 10 months
11. My own examination of my teaching as measured against specific criteria (district, school, etc.)

- Every 1-2 months
- Twice in the past 10 months
- Once in the past 10 months
- Never in the past 10 months
Time with your Support Provider:

12. How often do you meet with your Support Provider?
   - 2-3 times a semester
   - Monthly
   - More than once a month
   - Weekly

13. On average, how long are the in-person meetings with your Support Provider?
   - 30 minutes or less
   - 31-60 minutes
   - 61-90 minutes
   - More than 90 minutes
   - Never

14. How many times have you been observed by your Support Provider this year?
   - One time
   - Two times
   - Three times
   - More than three times

15. Overall, how adequate is the time spent with your Support Provider in meeting your needs and completing program requirements?
   - More than adequate
   - Adequate
   - Somewhat adequate
   - Not adequate
Please select your opinion of each of the following statements as they apply to your experiences with your Support Provider.

16. My Support Provider has the knowledge needed to support me in my classroom.
- Strongly agree
- Agree
- Disagree
- Strongly disagree

17. My Support Provider has the knowledge needed to support me in completing the requirements of the CSUF CCP.
- Strongly agree
- Agree
- Disagree
- Strongly disagree
How much impact have the following examples of support from your Support Provider had on your own classroom practice?

18. Coaching, observing, and providing feedback
Providing specific instructional strategies
Help planning instruction
Facilitation, collaboration with colleagues
Providing teaching resources
Analyzing student work

☐ Strong impact
☐ Some impact
☐ Little impact
☐ No impact
Based on work with your Support Provider, to what extent do you see evidence that you have improved your practice in each of the following?

19. Managing the classroom
   Developing a repertoire of instructional strategies
   Ensuring access to the curriculum for all students
   Differentiating instruction
   Minimizing bias and using culturally responsive pedagogy
   Teaching to content standards
   Teaching students with special needs
   Teaching English Language Learners
   Using technology as a teaching tool
   Using technology as a learning tool
   Using assessment data to design instruction
   Working with families of students
   Working with teachers and other resources personnel at your site or district

- A great extent
- A fair amount
- A little
- Not at all
20. From the list below, in what areas of your teaching practice do you desire more support? Check all that apply:

- Managing the classroom
- Developing a repertoire of teaching strategies
- Ensuring access to the curriculum for all students
- Mediating conflict
- Differentiating instruction
- Minimizing bias and using culturally responsive pedagogy
- Teaching to content standards
- Teaching students with special needs
- Teaching English Language Learners
- Using technology as a teaching tool
- Using technology as a learning tool
- Using assessment data to design instruction
- Working with families
- Collaborating with teachers and other resource personnel at your site or district

21. To the best of my knowledge, my Support Provider was adequately supported by CSUF in his/her role as my Support Provider.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Does not apply

*22. You may use this area to tell us of any concerns or to comment on answers you feel need clarification.
FORMATIVE ASSESSMENT FOR CALIFORNIA TEACHERS
OVERVIEW OF FACT IN THE CSUF CCP

Context for Teaching and Learning
- Collecting and Reviewing Class, School, District and Community Data
- Contextualizing and Extending Information

Assessment of Teaching and Learning
- Linking Teacher Preparation Knowledge
- CSTP and Induction Standards Based
- Classroom Observation

Reflections on Teaching and Learning (Assessment Toolbox)

Inquiry into Teaching and Learning (IIP Embedded Across)
- Inquiry Focus
- Action Plan
- Preparing for Instruction
  - Essential Components of Instruction Application
  - Entry Level Assessment
  - Focus Student Selection
  - Observation
  - Analysis of Student Work
  - Summative Assessment
  - Reflection and

Reflections on Teaching and Learning (Assessment Toolbox)

Summary of Teaching and Learning
- Reflection on Teaching, Student and Personal Growth
- Developing new Professional growth goals
# Sample Instructor Evaluation Form

<table>
<thead>
<tr>
<th>Class Climate</th>
<th>Elementary &amp; Bilingual Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark as shown: [ ] [ ] [ ] [ ] Please use a #2 pencil and COMPLETELY FILL IN THE BOX OF your answer.
Correction: [ ] [ ] [ ] [ ] Please completely erase or compulsory fill in the wrong answer AND PLACE AN 'X' IN THE BOX OF YOUR ANSWER.

## 1. Student Opinion Questionnaire

1.1 As a result of the instructor's work in this course, my understanding of the subject matter has increased.

1.2 The instructor provided opportunities for students to be actively engaged in the class.

1.3 The instructor contributed to my development as a professional.

1.4 The instructor encouraged multiple perspectives.

1.5 The instructor used a variety of strategies in teaching the course content.

1.6 The instructor fulfilled the course objectives.

1.7 The instructor was available during the office hours.

1.8 The instructor communicated course expectations effectively.

Please continue second side form.
Agreement Instructions

Attn: Clear Credential Students

Attached are forms that must be completed in order to participate in the CSUF Clear Credential Program:

Forms-

1. **Participating Teacher Program Completion Requirements**- Please sign and date. If you are teaching at a private school, please have the appropriate administrator sign off under district.

2. **Local Support Provider Agreement**- All participants will need a Support Provider assigned. This form is to be signed by the Support Provider, your school and district OR if a private school, the appropriate administrator.

3. **Site or Local Agency Administrator Agreement**- This form is to be signed by the appropriate administrator at your school.

4. **District Agreement**- This form is only necessary if you are teaching in a school district or have a Support Provider assigned to you from a school district.

All forms must be completed and returned by Friday, October 4, 2013.

*Please use the attached label to return documents to Amanda Lopez.
California State University, Fullerton
Multiple Subject and Single Subject Clear Credential Program

DISTRICT AGREEMENT TO COOPERATE WITH CSU FULLERTON CLEAR CREDENTIAL PROGRAM

California State University, Fullerton (CSUF) offers a Clear Credential Program to P-12 teachers employed in districts that do not provide an induction program. Participating teachers must provide verification of eligibility for the CSUF Clear Credential Program, and districts or agencies must agree to cooperate with the university in matters related to the Clear Credential Program.

The participating teacher’s employing district will identify a district-level (or agency) administrator to serve as liaison to the CSUF Clear Credential Program. Responsibilities of the liaison will include the following:

- Determine and certify participating teacher eligibility.
- Communicate with the CSUF Clear Credential Program Coordinator.
- Become familiar with the CSUF Clear Credential Program via participation in an online program orientation.
- Provide periodic feedback to the Clear Credential Program Coordinator regarding the program.
- Ensure that district-based Support Providers are identified within three weeks of a request for identification by the CSUF Clear Credential Program Coordinator and that Support Providers meet the criteria listed on the local Support Provider Agreement form.
- Ensure that local Support Providers are provided time to conduct two formal observations of their participating teacher partners.

Questions and concerns may be addressed to the CSUF Clear Credential Program Coordinator:

Name: E-mail:

Dr. Karen Ivers kivers@fullerton.edu

On behalf of the district or local agency, I agree to serve as liaison to the CSUF Clear Credential Program and fulfill the responsibilities as outlined above.

Name: Signature: Date:

Title: District or Agency
California State University, Fullerton
Multiple Subject and Single Subject Clear Credential Program

SITE OR LOCAL AGENCY ADMINISTRATOR AGREEMENT TO COOPERATE WITH CSU FULLERTON CLEAR CREDENTIAL PROGRAM

California State University, Fullerton (CSUF) offers a Clear Credential Program to P-12 teachers employed in districts that do not provide an induction program. Participating teachers must provide verification of eligibility for the CSUF Clear Credential Program, and districts and local agencies must agree to cooperate with the university in matters related to the Clear Credential Program.

The site or local agency administrator agrees to the following:

- Communicate with the CSUF Clear Credential Program Coordinator.
- Become familiar with the CSUF Clear Credential Program via participation in an online program orientation.
- Identify an experienced teacher local Support Provider for each participating teacher within three weeks of a request for identification by the CSUF Clear Credential Program Coordinator based on criteria listed on Local Support Provider Agreement form and in compliance with district or agency procedures and policies regarding selection of Support Providers.
- Ensure that local Support Providers are provided time to conduct two formal observations of their participating teacher partners.
- Cooperate with the CSUF Clear Credential Program in assisting the participating teacher work toward the clear credential.

Questions and concerns may be addressed to the CSUF Clear Credential Program Coordinator:

Name: Dr. Karen Ivers
Email: kivers@fullerton.edu

I agree to fulfill the responsibilities outlined above.

Name ____________________________ Signature ____________________________ Date ____________

E-mail Address ____________________________

School ____________________________ District ____________________________

Name of Support Provider: ____________________________

E-mail Address of Support Provider: ____________________________
California State University, Fullerton  
Multiple Subject and Single Subject Clear Credential Program  

LOCAL SUPPORT PROVIDER AGREEMENT  

Local Support Providers will be experienced teachers who are recommended by district or agency administrators (in accordance with any teachers’ association agreements in place in the district) based on the following criteria: 

- Willingness to work with a clear credential participating teacher  
- Match in grade level (elementary) or content area (middle school or high school)  
- Demonstrate strong foundation in subject matter or field of study  
- Demonstrate strong understanding and implementation of pedagogical skills or skills in the field  
- Ability to communicate well and work with people in a supportive capacity  
- Commitment to meeting professional obligations  
- Minimum of three years of teaching experience  

Responsibilities of the Support Provider  

- Acquaint the clear credential participating teacher with school, district, and community resources.  
- Introduce or ensure the participating teacher has been introduced to staff and support personnel at the site.  
- Ensure that the participating teacher has information about and access to materials at the site and in the district.  
- Assist the participating teacher in completing FACT Module A, Context for Teaching and Learning.  
- Assist the participating teacher in completing FACT Module B, C, and D, as requested.  
- Support the participating teacher’s self assessment efforts, including conduct two formal observations of the participating teacher and share observation data with the participating teacher.  
- Provide general support, such as be available for questions, help the participating teacher prepare for Back to School Night, share materials, collaborate on lesson planning.  
- Participate in online trainings, including an orientation to the CSUF Clear Credential Program and FACT system and a training in classroom observation.  
- Complete a mid-year program survey  

Compensation for Support Providers  

$250 stipend per participating teacher per semester to be paid by CSUF’s University Extended Education. In order to receive this stipend, hire documents will be emailed to you and must be returned by Monday, September 30, 2013.  

I agree to assume the Responsibilities of the Support Provider as outlined above. I understand that compensation is contingent upon fulfillment of all responsibilities.  

Support Provider name  Support Provider signature  E-mail Address  
School  District or Agency  Date
CSUF Clear Credential Program
Individual Program Plan

 Participating Teacher:

Site:

Assignment (e.g., grade or subject matter):

<table>
<thead>
<tr>
<th>Team Members</th>
<th>Contact Information (e-mail, phone, Skype or other chat address)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Provider</td>
<td></td>
</tr>
<tr>
<td>Site Administrator</td>
<td></td>
</tr>
<tr>
<td>EDEL/EDSEC 502E Instructor</td>
<td></td>
</tr>
<tr>
<td>EDEL/EDSEC 502F Instructor</td>
<td></td>
</tr>
<tr>
<td>EDEL/EDSEC 537 Instructor</td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

CSUF Clear Credential Program Outcomes (Category B: Program Standards 5 and 6)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Plan for Completion (month[s])</th>
<th>Scores, 0-4 (3 is passing) (original and final)</th>
<th>Completion Date</th>
<th>Location in E-Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reflect on and apply the California Standards for the Teaching Profession and specific pedagogical skills for subject matter instruction</td>
<td></td>
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</tr>
<tr>
<td>2. Utilize adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment</td>
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<td></td>
</tr>
<tr>
<td>3. Use and interpret assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction</td>
<td></td>
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</tr>
<tr>
<td>4. Plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners.</td>
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<tr>
<td>5. Create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being.</td>
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<tr>
<td>6. Demonstrate fluent, critical use of technological resources.</td>
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<tr>
<td>7. Plan, assess, and deliver instruction so that all students can learn.</td>
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<tr>
<td>8. Enable students to use technology to advance their learning.</td>
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<tr>
<td>9. Apply local technology policies to maximize learning and awareness concerning privacy, security, and safety issues.</td>
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</tr>
<tr>
<td>10. Use technology-related tools and resources to collaborate and communicate with colleagues, resource personnel, and families to provide the full range of learners equitable access to the state-adopted academic content standards.</td>
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</tr>
<tr>
<td>11. Adhere to legal and ethical obligations and implement district policies for teaching English learners including primary language support services and the identification, referral, and reidentification processes.</td>
<td></td>
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</tr>
<tr>
<td>12. Plan and deliver standards-aligned instruction for English learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures.</td>
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<tr>
<td>13. Differentiate instruction using multi-tiered interventions based on students' assessed language proficiency, culture, level of acculturation, and prior schooling.</td>
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<tr>
<td>14. Implement the locally required components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, or content-based ELD.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Plan for Completion (month[s])</td>
<td>Scores, 0-4 (3 is passing) (original and final)</td>
<td>Completion Date</td>
<td>Location in E-Portfolio</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>15. Develop a safe, inclusive, and healthy learning environment that promotes respect, value differences, and mediate conflicts according to state laws and local protocol.</td>
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<tr>
<td>16. Protect and support all students by designing and implementing equitable and inclusive environments.</td>
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<tr>
<td>17. Examine and minimize bias in the classroom, school and larger educational systems while using culturally responsive pedagogical practices.</td>
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</tr>
<tr>
<td>18. Adhere to their legal and ethical obligations including the identification and referral process of students for special services and implement district policies regarding support services for special populations.</td>
<td></td>
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</tr>
<tr>
<td>19. Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral, and social needs.</td>
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<tr>
<td>20. Based on assessed student needs, provide accommodations and implement modifications.</td>
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</tr>
<tr>
<td>21. Recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.</td>
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<tr>
<td>22. Instruct special populations using adopted standards-aligned instructional materials and resources.</td>
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</tr>
</tbody>
</table>
Other Program Requirements

<table>
<thead>
<tr>
<th>Component</th>
<th>Plan for Completion (month[s])</th>
<th>Completion Date</th>
<th>Location in E-Portfolio or Other Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL/EDSEC 502E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEL/EDSEC 502F</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEL/EDSEC 537</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 units past the Bachelor's degree</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(Optional) Plan for additional CSUF graduate study beyond the Clear Credential Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Completion Certification

Participating Teacher:

Program Coordinator:

Credential Analyst:
California State University, Fullerton  
Multiple Subject and Single Subject Clear Credential Program  

PARTICIPATING TEACHER PROGRAM COMPLETION REQUIREMENTS

Each participating teacher must provide evidence of successful completion of all clear credential program requirements in order to receive a recommendation for a clear credential. All evidence must demonstrate knowledge and applications beyond what was demonstrated for the preliminary credential.

Program Completion Requirements

1. Completion of EDEL/EDSC 502E and 502F with a grade of B- or better  
2. Completion of EDEL/EDSC 537 with a grade of B- or better

Although requirements 1 and 2 are designed to be met in one academic year, a participating teacher may require more time and apply for an extension. The participating teacher must pay the Clear Credential Program enrollment fee each semester of program participation. All program requirements must be met within five years of earning the preliminary credential.

Program Support
To assist you in achieving your clear credential, you will be assigned a local, trained, experienced teacher Support Provider who will conduct classroom observations and support your reflection on your teaching and identification of areas for exploration and growth. Collaboration with your local Support Provider is required for successful completion of EDEL/EDSC 502E and F and the Clear Credential Program at CSU Fullerton. Course instructors and the Program Coordinator are prepared to assist you in your work toward a Clear Credential.

If you have questions or concerns about program requirements and/or your progress toward completion, please contact the Clear Credential Program Coordinator:

   Name: Email:
   Dr. Karen Ivers  
kivers@fullerton.edu

I understand that California State University, Fullerton will recommend me for a California Clear Credential if I meet the requirements listed above within five years of completing my preliminary credential.

   Participating teacher name   Participating teacher signature   Date

   School   District
California State University, Fullerton
Multiple Subject and Single Subject Clear Credential Program

PARTICIPATING TEACHER REQUEST FOR ENROLLMENT EXTENSION

Name ____________________________ Date____________________

School __________________________ District __________________

I am requesting a program enrollment extension and understand that I must meet with the Clear Credential Program Coordinator to develop a plan for completion of components of EDEL/EDSC 502E, 502F, and 537 that are not yet completed. I understand that I must pay the enrollment fee each semester I am enrolled in the Clear Credential Program until I have completed EDEL/EDSC 502E, F and 537.

________________________________
Signature
Appendix 4: Participating Teachers’ Journey through the CCP—64
### College Department UEE Responsibilities

<table>
<thead>
<tr>
<th>Pre-program Responsibilities:</th>
<th>UEE</th>
<th>COE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with UEE to advertise program</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Review participating teacher applications</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Verify participating teacher eligibility with employing districts</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Establish agreements with districts and participating teachers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Support participating teachers in development of Clear Credential Program Study Plan</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Provide orientation to EDEL/EDSC 502 instructor(s)</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>Provide orientation to EDEL/EDSC 537 instructor(s)</td>
<td></td>
<td>?</td>
</tr>
<tr>
<td>Work with districts to select local Support Providers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Establish agreements with Support Providers</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Set up fall courses with UEE</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Work with department chairs to select program faculty</td>
<td>X</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester Responsibilities:</th>
<th>UEE</th>
<th>COE</th>
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</thead>
<tbody>
<tr>
<td>Provide general oversight of program, including participating teacher progress</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide program orientation to participating teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide program orientation to Support Providers and site administrators</td>
<td></td>
<td>X (Powerpoint created by Andi for pilot program/emailed 4th week of program)</td>
</tr>
<tr>
<td>Provide support an assessment training for local Support Providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate with districts as needed</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Communicate with EDEL/EDSC 502 and 537 instructors</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Convene advisory board</td>
<td></td>
<td>No for 2011/2012 No for 2012/2013</td>
</tr>
<tr>
<td>Monitor online materials</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ensure ongoing compliance with standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set up spring course with UEE</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct progress check with site administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to inquiries from participating teachers, Support Providers, instructors, site administrators, district-level administrators, UEE, credential office, potential participating teachers, and CTC</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ensure updating of website, as needed</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Conduct evaluation activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep current on CTC activities that impact the Clear Program</td>
<td></td>
<td></td>
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<tr>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>Respond to inquiries on reporting deadlines from the COE assessment office</td>
<td></td>
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</tr>
<tr>
<td>Accreditation Responsibilities (assist in the preparation of documents as needed for NCATE, (CAEP) accreditation activities)</td>
<td></td>
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</tbody>
</table>

**Second Semester Responsibilities:**

<table>
<thead>
<tr>
<th>Provide general oversight of program, including participating teachers progress</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide support and assessment training for local Support Providers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicate with districts, as needed</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Communicate with EDEL/EDSC 502 and 537 instructors</td>
<td>X</td>
<td>No for 2011/2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor online materials</th>
<th>X</th>
<th>No for 2012/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct progress check with site administrators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond to inquiries from participating teachers, Support Providers, instructors, site administrators, district-level administrators, UEE, credential office, potential participating teachers, and CTC</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ensure updating of website, as needed</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Verify program completion</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Work with credential office to submit credential applications</td>
<td>X</td>
<td></td>
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<tr>
<td>Conduct evaluation activities</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Introduction to Module 4

You are almost finished with the first half of this course! Awesome!!!

Module 4

Technology:
Are you preparing 21st Century Learners?

Fun in Module 4!

• This Introduction to Module 4 PowerPoint contains support for the following:

  1. Completing the IPP form
  2. Portfolio entries #6, #8, and #10
  3. Live links for items #6, #7 and #8 on the module 4 to-do list
  4. Scoring rubric information

Completing the IPP Form

•

  The Individual Program Plan (IPP) is located in the module 1 folder. Please print this form and begin completing it. You will be asked to scan and send it to the Clear Credential Program Coordinator at the end of the program in the spring 2014.

Some notes to help you complete the IPP:

•

  Outcome: Goal #1-22
  Plan for Completion (month[s])- Please add when you plan to complete
  Score received (Poss. 0-6)- fill in scores as you receive them
  Completion Date- can be found on the Course Calendar of Portfolio Entries (located in module 1)
  Location in E-Portfolio please indicate which module the goal is in.

• Component
  Plan for Completion (month[s])- Please add when you plan to complete
  Completion Date- Please note date as completed
  Location in E-Portfolio or Other Evidence- please mark “Not Applicable”
Please be reminded that each reflection should be 1-2 pages in length and should tie the artifacts to the learning goals for each module. The reflection should also reflect an area of growth for you, demonstrating that the artifacts you have chosen to submit support your growth in this area as a beginning teacher.

Use these reflection questions to guide your reflection (or come up with questions of your own):

**Course goal #6** - How do the artifacts I have presented represent the resources I use to include technology in my instruction?

**Course goal #8** - Am I using technology on a regular basis in my classroom? Are my students? How do the artifacts I have presented represent my use of technology on a regular and consistent basis with my students?

**Course goal #10** - Do I use technology to increase student access to content? How do the artifacts I have presented demonstrate that students are allowed greater access to content because of the technology I incorporate into my instruction?

---

**Course Goals #6, #8, and #10 - Sample Learning Activities**
(taken from The Course Calendar of Portfolio Entries)

Please be reminded that student names should be removed from all artifacts prior to submission.

Please recall that as stated on page 1 of the Course Calendar of Portfolio Entries (available in Module 1), your grade in EDEL 537 is based solely upon your mastery of course goals, as demonstrated by portfolio entries (which include artifacts and reflections). Formative activities such as participation in online forums are intended to support your learning; they are not summative in nature and thus have no course points associated with them. Participating in Learning Activities will enhance the learner's experience and enrich learning. Completing all or some of these activities is strongly suggested but not required. No points are awarded for the Learning Activities.

- Conduct inventory assessment on technologies available at the local site
- Participate in local training on technologies available at the site
- Conduct internet research on locally available technologies for student use and implement technology rich instruction (student samples: digital photos, digital storytelling, PowerPoints, blogs, wikis, podcasts, glogsters, websites)
- Survey students' families for available technologies
- Implement technology-based communication plan based on results (examples: Create a class website; create a blog; utilize e-mail communication; create a bookmarking site)

**Course Goal #6** - Sample Learning Activities
(that I added)

- Please watch “A Vision of K-12 Students Today,” a 4:09 video that will enhance your vision
of technology in the K-12 classroom. It’s so powerful!  
http://www.youtube.com/watch?v=_A-ZVcjFWf8
• Creating word clouds allow students to synthesize and summarize information in a creative way. Try to create one at http://www.wordle.net/
• Interactive e-posters can be a presentation option in addition to what your students already create. Try http://edu.glogster.com/ for a challenge.
•

11  
Grading Reminders:
• Please don’t forget to check each goal on Titanium for comments on your submissions.
• Please be sure to alert me if there is a goal that I missed scoring.
• Please review the (updated) scoring rubric for some important additions, such as number of artifacts needed, quality of artifacts, etc.

12  Have fun!
I look forward to reading your portfolio entries.

Please feel free to contact me with questions at cmayfield@fullerton.edu. We can also schedule a phone conference if you prefer that method of communicating.

Last slide
# Class Profile (A-1)

**DIRECTIONS:** Completing the Class Profile will help you learn about your teaching context. Consult with your support provider, your administrators, and colleagues, to gather information about your teaching context. You may add to the Class Profile at any time as you learn about your students, school, and district. Revisit this Class Profile throughout the year. **If your district/school provides this information in another format, make a copy and attach it.**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth (K-3 only)</th>
<th>English Learner (Check if applicable)</th>
<th>Special Needs (Check if applicable) Identiﬁers*</th>
<th>Comments Academic strengths, social strengths, notes about parents, etc.</th>
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</thead>
<tbody>
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</table>

* **Possible Identifiers:** 504 Plan - Legal in-class accommodations; GATE - Gifted & Talented Education; MED - Medical Condition; MI. Ed. - Migrant Education; RSP - Resource Specialist Program; Ret - Retained; S/L - Speech & Language; SP - Special Education w/IEP; SST – Student Study Team interventions
**Class Profile (A-1)**

**DIRECTIONS:** Consult with your support provider, administrators, and colleagues to gather information about your teaching context. You may add to the Class Profile at any time as you learn about your students, school, and district. Revisit this Class Profile throughout the year. Enter applicable information. Use first names to protect confidentiality. If your district/school provides this information in another format, copy and attach it.

### Students with Medical Conditions:

<table>
<thead>
<tr>
<th>Name</th>
<th>Emergency Contact</th>
<th>Condition</th>
<th>Support (Resources, Assistive Technologies)</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Students with Individualized Educational Plans (IEP):

<table>
<thead>
<tr>
<th>Name</th>
<th>Next IEP Meeting Date</th>
<th>Classroom Accommodations/ Modifications</th>
<th>Behavioral Support Strategies</th>
<th>Goals</th>
<th>Benchmarks</th>
<th>Case Carrier</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

### Students with 504 Plans:

<table>
<thead>
<tr>
<th>Name</th>
<th>Classroom Accommodations</th>
<th>Behavioral Support Strategies</th>
<th>SST Meeting Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Students with Previous Student Study Team (SST) Interventions:

<table>
<thead>
<tr>
<th>Name</th>
<th>SST Date to Reconvene</th>
<th>Interventions to Implement</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
### Students who are Gifted and Talented (GATE):

<table>
<thead>
<tr>
<th>Name</th>
<th>Academic Strengths</th>
<th>Social Strengths</th>
<th>Individualized Learning Plan (ILP) Goals</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
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</table>

### Students who are English Learners (EL):

<table>
<thead>
<tr>
<th>Name</th>
<th>Student's Primary Language</th>
<th>Languages spoken in the home</th>
<th>English Language Proficiency Levels&lt;sup&gt;2&lt;/sup&gt;</th>
<th>Migrant Program</th>
<th>Redesignated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Listening</td>
<td>Reading</td>
<td>Writing</td>
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<td>Speaking</td>
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</table>

<sup>1</sup> Found in the Home Language Survey
<sup>2</sup> Based on the California English Language Development Test (CELDT)
Home/School Communication (A-4)

**DIRECTIONS:** Maintaining a record of your contacts is important in establishing a working relationship with families. Document the conversations with your students’ families below, or attach documentation that includes this information.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Contact Name</th>
<th>Contact Number</th>
<th>E-Mail Address/ Cell Phone Number</th>
<th>Contact Date/Comments</th>
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<tbody>
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</tbody>
</table>
**Self-Assessment**  
**Pedagogy (E-2.5)**

<table>
<thead>
<tr>
<th>Reflection Planning Prompts</th>
<th>Description your strengths and challenges related to assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Data:</strong> How I use multiple measures to monitor students' progress toward meeting adopted academic content standards</td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Multi-tiered Intervention: How I use multi-tiered interventions to meet the diverse learning needs of my full range of learners</th>
<th>Describe your strengths and challenges related to implementing interventions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence:</strong></td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Environment: How I create a well-managed, safe and healthy learning environment</th>
<th>Describe your strengths and challenges related to learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence:</strong></td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology: How I use technology to assess, plan, and deliver instruction</th>
<th>Describe your strengths and challenges related to technology.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence:</strong></td>
<td>Initial Self-Assessment Date/Comments:</td>
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<tr>
<td></td>
<td>Final Self Assessment Date/Comments:</td>
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</tbody>
</table>

Possible sources of evidence to review when addressing these prompts:  
- Class Profile; School and District Information/Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations  
- School Calendar; Standards for Student Behavior/Classroom Rules/Discipline Plan; Student Strengths (See Class Profile); Assessment and Technology tools; Instructional Materials; Pacing Guide/Curriculum Map/Scope and Sequence; Ongoing Parent/Student Communication; Student Work; Classroom Observations

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Name: [Name]  
Pedagogy (E-2.5)  
Self-Assessment  
Directions: With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.

Participating teachers grow and improve in their ability to reflect upon and apply the California Standards for the Teaching Profession and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

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Formative Assessment for California Teachers (FACT) – 2011  
Reflections on Teaching and Learning - Induction Standard 5 Self-Assessment
### Self-Assessment

**Universal Access: Equity for all Students (E-2.6)**

**Directions:** With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.

<table>
<thead>
<tr>
<th>Reflective Planning Prompts:</th>
<th>Describe your strengths and challenges related to learning opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusive Environments:</strong></td>
<td><strong>Initial Self-Assessment Date/Comments:</strong></td>
</tr>
<tr>
<td>How I support students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation.</td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Planning Prompts:</th>
<th>Describe your strengths and challenges related to teaching practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Practice:</strong></td>
<td><strong>Initial Self-Assessment Date/Comments:</strong></td>
</tr>
<tr>
<td>How I use culturally responsive teaching practices to overcome the effects of bias on my students.</td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflective Planning Prompts:</th>
<th>Describe your strengths and challenges related to communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong></td>
<td><strong>Initial Self-Assessment Date/Comments:</strong></td>
</tr>
<tr>
<td>How I communicate with students, colleagues, resource personnel and families to provide equitable access to the state-adopted academic content standards</td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

**Possible sources of evidence to review when addressing these prompts:** Class Profile; School and District Information/ Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations.
### Self-Assessment

**Universal Access: Equity for All Students a) English Learners (2.6a)**

**Name:**

**Directions:** With your support provider review and discuss the standards below referencing any information gained through Conversation Guides.

<table>
<thead>
<tr>
<th>Reflection Planning Prompts:</th>
<th>Evidence:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Supports:</strong></td>
<td>Describe your strengths and challenges related to assessment.</td>
</tr>
<tr>
<td>How I use measures of English language proficiency to make instructional decisions</td>
<td></td>
</tr>
<tr>
<td><strong>ELD Instruction:</strong></td>
<td>Describe your strengths and challenges related to ELD instruction.</td>
</tr>
<tr>
<td>How I support my students’ development of academic language and English language development</td>
<td></td>
</tr>
<tr>
<td><strong>Differentiated Instruction:</strong></td>
<td>Describe your strengths and challenges related to differentiated instruction.</td>
</tr>
<tr>
<td>How I differentiate instruction based upon their students’ culture, levels of acculturation, proficiency in English and/or prior schooling</td>
<td></td>
</tr>
</tbody>
</table>

Possible sources of evidence to review when addressing these prompts: Class Profile; School and District Information/ Resources; Ongoing Parent/Student Communication; Student Work; Classroom Observations

---

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students’ primary language and proficiency levels in English considering the students’ culture, level of acculturation, and prior schooling.
<table>
<thead>
<tr>
<th><strong>Reflection Planning Prompts:</strong></th>
<th><strong>Describe your strengths and challenges related to collaboration.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration:</strong> How I collaborate with special services/general education personnel to ensure that the assessed needs of students are met.</td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Final Self Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Modifications/ Accommodations:</strong> How I instruct special populations including advanced learners (e.g., varying curriculum depth and complexity and/or using technology)</td>
<td>Describe your strengths and challenges related to modifications/accommodations.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
<tr>
<td><strong>Behavioral Support Strategies:</strong> How I recognize students’ strengths and needs and use positive behavioral strategies to meet the needs of all students</td>
<td>Describe your strengths and challenges related to using behavioral support strategies.</td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td>Initial Self-Assessment Date/Comments:</td>
</tr>
</tbody>
</table>

Possible sources of evidence to review when addressing these prompts: Class Profile, SST Artifacts; Assessment Results; Sample from Instructional Materials Used; School and District Information/ Resources that meet the needs of special populations; Student Work; Classroom Observations
**Conversation Guide (E-3.1)**  
**Class/Caseload, School, District and Community**

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

<table>
<thead>
<tr>
<th>Participating Teacher:</th>
<th>Grade Level/Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Profile Components: Class/Caseload, School, District and Community</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Collecting</strong></td>
<td><strong>Contextualizing</strong></td>
</tr>
</tbody>
</table>
| Class/Student Services Profile | • What information does the profile provide that aids you in designing and delivering instruction?  
• How do you use this data to inform your instruction?  
• How do you ensure the special needs of students are being met? How do you collaborate with other members of the staff? | • How does the make-up of your classroom/caseload influence choice of instructional strategies and teaching methods, classroom activities, groupings, etc.?  
• In what ways do you adjust the lesson delivery to ensure all students have access to the core curriculum? |
| Instructional Environment | • How does your classroom layout/ instructional environment support student safety, engagement and equitable access?  
• What might a site administrator see in your instructional environment that promotes student learning? | • What classroom layout/ instructional environment best meets both your teaching style and your students’ learning needs? |
| School and District Information/ Resources | • What implications will the school-wide discipline policy (e.g., tardy and attendance policies, office referrals, behavior support plan) have on your classroom management plan?  
• How are students referred for special education services, and what is your role? | • How does the school’s culture reflect the home culture of the students in your classroom?  
• How do the various programs offered at the school/district reflect the focus for the year?  
• How are faculty and support staff work together to meet the school improvement targets? |
| Home/School Communication | • What strategies are you using to ensure positive communication with students and their families?  
• How do you ensure that families of students with disabilities are able to understand their parent rights and procedural safeguards?  
• What are the district guidelines for home visits? | • How can you best communicate with hard-to-reach parents and families?  
• What adjustments will you make to be more accessible to parents and families (i.e., before and/or after school)? |
| Site/Assignment Orientation Checklist | • How are site goals measured and what’s your role in achieving them?  
• What have you learned about the schedules on your site and how they might impact your instruction? | • How does the formal evaluation by your site administrator align with your work in Induction?  
• How do these school and site expectations contribute to student learning? |
| Community Map | • Where are the local community services (police station, fire station, and hospital) located?  
• What community resources (libraries, tutoring, recreation, and parks) are available to support students?  
• What community services are offered regarding safety, health, and well-being (medical clinics, counseling services, etc.)?  
• What community services are available for special needs students (regional center, department of child welfare, department of rehabilitation, etc.)? | • What are you noticing about your students in relation to the surrounding community?  
• In what ways does the school’s geographic location influence student safety, health, and well-being?  
• How might the community influence student learning? |
**Conversation Guide – Pedagogy (E-3.5)**

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. Collecting requires gathering information. Contextualizing requires application of the gathered information to your classroom practice. Extending invites deeper thinking with application to future practice.

<table>
<thead>
<tr>
<th>Participating Teacher:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Profile Components: Pedagogy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Collecting</strong></td>
<td><strong>Contextualizing</strong></td>
</tr>
<tr>
<td>School Calendar</td>
<td>• How do calendared events (assemblies, testing) influence teaching and learning in my classroom? How can you make optimal use of instructional time?</td>
</tr>
<tr>
<td>Standards for Student and Classroom Behavior/ Positive Behavioral Support Plans</td>
<td>• How do your routines and procedures provide a fair and respectful climate for student learning?</td>
</tr>
<tr>
<td>Parent/Student Communication</td>
<td>• How do you use your Back to School Night presentation to discuss learning, identify classroom, and academic goals, and build relationships with your students’ parents and families? What can you learn about your students from their parents and families?</td>
</tr>
<tr>
<td>Instructional Materials (teacher edition, student texts, support materials, enrichment)</td>
<td>• What professional development is available to support your subject-matter focus? How can you access available training for your content area? • Are your materials appropriate and sufficient?</td>
</tr>
<tr>
<td>Pacing Guide/ Curriculum Map/ Scope and Sequence</td>
<td>• How can you group your students to use instructional time efficiently? • What impact does the calendar have on your pacing guide/ curriculum map/ scope and sequence?</td>
</tr>
<tr>
<td>Data Program(s) for Student Information</td>
<td>• How do you use the data to analyze the learning needs of your students and inform instruction? • How do you determine report card grades?</td>
</tr>
<tr>
<td>Student Strengths</td>
<td>• What strategies do you use to identify student strengths? How do you use student strengths to support their learning?</td>
</tr>
</tbody>
</table>
### Conversation Guide - Universal Access: Equity for all Students (E-3.6)

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

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</thead>
<tbody>
<tr>
<td><strong>Profile Components - Universal Access: Equity for all Students</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Collecting</strong></td>
<td><strong>Contextualizing</strong></td>
</tr>
<tr>
<td><strong>Class Profile / Student Services Profile</strong></td>
<td></td>
</tr>
<tr>
<td>• What are the background experiences, languages, and skills/abilities represented by the students in your classroom? How can you use this information to better connect with students?</td>
<td>• What steps can you take to eliminate any bias brought to the classroom/instructional environment and provide equal access to the core curriculum?</td>
</tr>
<tr>
<td>• What are you noticing regarding bias that might influence your teaching or affect student learning?</td>
<td></td>
</tr>
<tr>
<td><strong>Profile Components - Universal Access: Equity for all Students</strong></td>
<td></td>
</tr>
<tr>
<td>• What flexible learning groups might you use to meet your students’ learning needs?</td>
<td>• Considering the types of learners in your environment, which strategies have you identified for a broad application and which one can you keep in mind for specific learners?</td>
</tr>
<tr>
<td>• What effect will groupings have on your students’ ability to meet state-adopted academic content standards?</td>
<td></td>
</tr>
<tr>
<td><strong>Profile Components - Universal Access: Equity for all Students</strong></td>
<td></td>
</tr>
<tr>
<td>• What are ways can you ensure that your classroom/instructional environment and practice provides positive images and positive language that mirrors the population diversity of your county and state as required under California Education Code?</td>
<td>• In what ways have you effectively accessed district resources to support the development of culturally responsive teaching?</td>
</tr>
<tr>
<td>• How are you able to promote opportunities for all learners to be successful?</td>
<td></td>
</tr>
<tr>
<td><strong>Profile Components - Universal Access: Equity for all Students</strong></td>
<td></td>
</tr>
<tr>
<td>• How will you value and respect your student families and appreciate their role in student learning?</td>
<td>• How does knowledge about family structure influence your relationship with students and families relative to student learning?</td>
</tr>
</tbody>
</table>
**Conversation Guide - Universal Access: Teaching English Learners (E-3.6a)**

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

<table>
<thead>
<tr>
<th>Profile Components - Universal Access: Teaching English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collecting</strong></td>
</tr>
<tr>
<td>Identification of EL Students’ Home Language</td>
</tr>
<tr>
<td>• What might you need to have prepared in a language other than English to ensure support for the student?</td>
</tr>
<tr>
<td>Testing results from CST and CELDT</td>
</tr>
<tr>
<td>• What assessment information is available to you to aid your instructional planning for all students?</td>
</tr>
<tr>
<td>• How do you assess English Learners to ensure they have access to the core curriculum?</td>
</tr>
<tr>
<td>• How can technology assist you in accessing and analyzing data for greater understanding of your student needs?</td>
</tr>
<tr>
<td>School/Grade Level Assessments for EL Students.</td>
</tr>
<tr>
<td>Adopted EL Instructional Materials</td>
</tr>
<tr>
<td>Examination of State ELD Standards</td>
</tr>
<tr>
<td>Technology Resources for Instruction</td>
</tr>
<tr>
<td>• How many students have access to email and Internet at home? How will you adjust your teaching to provide for those who do not?</td>
</tr>
</tbody>
</table>

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Formative Assessment for California Teachers (FACT) - 2011
Reflections on Teaching and Learning - Conversation Guide: Universal Access: English Learners
### Conversation Guide - Universal Access: Teaching Special Populations (E-3.6b)

**DIRECTIONS:** As a support provider, discuss the prompts below with your participating teacher. The information discussed will help guide your participating teacher with classroom decision-making and identification of areas for future inquiry. The discussion will lead thinking into graduated levels of depth and complexity. **Collecting** requires gathering information. **Contextualizing** requires application of the gathered information to your classroom practice. **Extending** invites deeper thinking with application to future practice.

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<tbody>
<tr>
<td><strong>Profile Components - Universal Access: Teaching Special Populations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Collecting</strong></td>
</tr>
<tr>
<td><strong>Identification of Class Profile Students:</strong></td>
<td></td>
</tr>
<tr>
<td>• Health Problems</td>
<td>• What information are you required to monitor on an ongoing basis for your special needs students’ IEP and SST interventions?</td>
</tr>
<tr>
<td>• Individual Education Plans (IEP)</td>
<td>• How do you support your special needs students including your GATE students in relation to:</td>
</tr>
<tr>
<td>• SST Interventions</td>
<td>• Goals/benchmarks</td>
</tr>
<tr>
<td>• 504 Plans</td>
<td>• Modifications, accommodations, variations</td>
</tr>
<tr>
<td>• Identified as Gifted &amp; Talented (GATE)</td>
<td>• IDEA legal requirements</td>
</tr>
<tr>
<td><strong>Student Study Team (SST) Procedure</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How might you use the pre-referral intervention process to address the academic, behavioral, and emotional needs of your students?</td>
</tr>
<tr>
<td></td>
<td>• How will you access the SST process?</td>
</tr>
<tr>
<td><strong>Site Resources Available for Special Populations.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is my legal and ethical responsibility related to a student’s individual education plan (IEP) process?</td>
</tr>
<tr>
<td></td>
<td>• What personnel, equipment, and assistive technologies are available at your site to support the learning of your students with special needs?</td>
</tr>
<tr>
<td><strong>Technology Resources for Instructional Program</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How do you use electronic learning resources to support instruction and to connect to the standards?</td>
</tr>
<tr>
<td></td>
<td>• In what ways do you use multiple types of technology to facilitate student learning?</td>
</tr>
</tbody>
</table>